

NEWS

ays and
observ

egional
and Ed-
Sacre

School
g. Row

n Coun-
tel, Los

ub; din-
e, Lake

Council;
e Hotel,

Regional
and Ed-
ngeles.

n Day.

f Amer-
say con-
ulevard,

Regional
and Ed-
francisco.

ld Al-
hington,

national
ills Col

Institute
College.

4th an-
t Hotel.

ducation

Edue

Sierra

UNIVERSITY OF IOWA
JUN 14 1945
LIBRARIES

EDUCATIONAL NEWS

A Letter From Seven Fighting Men



TO THE AMERICAN PEOPLE:

Your sons, husbands and brothers who are standing today upon the battlefronts are fighting for more than victory in war. They are fighting for a new world of freedom and peace.

We, upon whom has been placed the responsibility of leading the American forces, appeal to you with all possible earnestness to invest in War Bonds to the fullest extent of your capacity.

Give us not only the needed implements of war, but the assurance and backing of a united people so necessary to hasten the victory and speed the return of your fighting men.

William D. Leahy
Douglas MacArthur
Edwin P. King
Dwight D. Eisenhower
C. W. Nimitz
Arthur H. Morgan

There are 40,500 copies of this issue JUNE 1945
CALIFORNIA TEACHERS ASSOCIATION

Can you tie this?...Have a Coke



...or back again to an old family custom

He knows he's back at home base when Mom brings in the Coca-Cola from the family refrigerator. All hands gather 'round and the reunion starts off with refreshment. The words *Have a Coke* always strike the old spark of familiar friendliness. Be sure there's enough Coke on hand at your house. Get a supply of Coca-Cola today.



SIERRA EDUCATIONAL NEWS

Contents for June, 1945

Cover — A letter from high-ranking leaders of our Armed Forces, — Marshall, MacArthur, Eisenhower, Arnold, Leahy, King, and Nimitz.

Travel Section: A Forecast of Travel Conditions	2
Douglas Malcolm	
Pre-induction Course in Map Reading	4
Elmore E. Shipman	
A Credo: The Public Schools	5
W. J. Sanders	
CTA Council of Education: Annual Meeting	7
Roy W. Cloud	
Four Important Meetings	6
CTA Official Ballot: Assent of Members	10
Every CTA Member Should Vote	
CTA State Executive Secretary: Annual Report	11
Roy W. Cloud	
CTA New Director: Beulah Knight of Los Angeles	13
Annah A. Kessel	
Teacher Recruitment: Southern California Campaign	14
Fred W. Bewley	
Franklin Delano Roosevelt: Tributes*	15
Ted Edward Gordon, Ralph Troge, Burt Heaton, Odus L. Morgan	
Presenting Helen F. Holt for a National Office	16
CTA Committee on Retirement: Statement by Mr. Nelson	16
The Woes of the Attendance Supervisor	17
Walter E. Jones	
A Letter From The English-Speaking Union, London	17
Mrs. L. K. Scott	
CTA Classroom Teachers Department; North Coast	18
Verna M. Moran, President	
NEA Classroom Teachers Regional Meet, Pasadena	19
Adventures With Beauty: A Classroom Project	20
Gladys R. Zook	
We Help Mexicans: Practical Pan-Americanism	22
Mrs. Ruth S. Thomas	
California's Important Summer Youth-Workshops	23
Educators Have Trained Our Fighting-Men	24
Sergeant Elbert E. Garcia	
The Elementary School Outdoor Playground	25
Wood Glover	
Teaching Traffic Safety in a High School	17
Ferdinand Diel	
CTA Honor Schools: 100% Enrollments	30
In Memoriam	30
Education's Responsibility to Labor	31
George S. Moore	
The American Legion's New Directory	32
Present-Day History-Teaching Is Good!	33
John R. Edwards	
Word-Painting with Sam Skeleton	34
Martha Anderson	
Salary Allotments for Dependents	35
Hubert Staffebach	
Nazi Youth: Report on an Experiment	37
Courtenay Monsen	
Death Ray for Classroom Germs	38
Jean Scott Frickelton	
Poems by California Teachers	15, 16, 17, 21, 28, 39, 40
Coming Events: Index to Advertisers	40

* Spontaneous; unsolicited. — Ed.

CALIFORNIA TEACHERS ASSOCIATION

President: JOHN F. BRADY, Civic Auditorium, San Francisco, 2

Vice-President: WALTER T. HELMS, Richmond

State Executive Secretary: ROY W. CLOUD, 660 Market Street, San Francisco, 4

State Headquarters: 660 Market Street, San Francisco, 4
Phone GARfield 0175

DIRECTORS

JOHN F. BRADY, Chairman
Associate Superintendent
Civic Auditorium, San Francisco, 2

E. K. BRAMBLETT
Coordinator, Monterey County
Schools, Salinas

WILLIAM A. CHESSELL
Vice-Principal, Ukiah Union High

ERWIN A. DANN
Principal, Fowler Union High School,
Fresno County

ROBERT R. HARTZELL
District Superintendent, Red Bluff

WALTER T. HELMS
City Superintendent, Richmond

MRS. BEULAH THROOP KNIGHT
Teacher, Carpenter Avenue School
Los Angeles

LELAND M. PRYOR
Teacher, Pasadena Junior College

HAROLD F. SEAL
Acting Dean of Liberal Arts Division,
Long Beach City College

SECTION OFFICERS

Bay

DR. WALLACE W. HALL, President
Vice-President, Marin District Junior
College, Kentfield

CECILIA O'NEIL, Vice-President
Vice-Principal and Dean of Girls, San
Jose High School

EARL G. GRIDLEY, Secretary-Treasurer
2207 Shattuck Avenue, Room 208,
Berkeley, 4

Central

EDWARD SEWELL, President
Teacher, Taft Union High School

TRUMAN BRAFFON, Vice-President
Principal, Howard School,
Madera

H. W. PAT KELLY, Secretary-Treasurer
Principal, Shafter High School
Shafter

California Student Teachers Association: State President, Donda Hanley, San Jose State College; State Vice-President, Kay Swap, Humboldt State College; State Secretary, Marian Gabriel, San Francisco State College.

CTA Placement Service: Earl G. Gridley, 2207 Shattuck Avenue, Berkeley, 4; phone THornwall 5600; Carl A. Bowman, 408 South Spring Street, Los Angeles, 13; phone TRinity 1578.

CLASSROOM TEACHERS DEPARTMENTS

Bay Section: President, Mary A. McCurdy, Tamalpais Union High, Mill Valley; vice-president, Robert W. Watson, Burlingame High; secretary, Margaret C. Hickey, Le Conte School, San Francisco; treasurer, Hazel V. Collins, Primary School, Antioch.

Central Section: President, Clyde E. Quick, Chowchilla Union High; vice-president, Frank Delamar, Chowchilla Union High; secretary, George W. Smith, Fowler Union High; treasurer, Jess M. Markle, Madera Union High.

Central Coast Section: President, Miss Oleta Brewington, Grammar School, Hollister; vice-president, Charlotte Reideman, Paso Robles Union Elementary; secretary-treasurer, Mrs. Charlotte Berberick, Santa Anita School, San Benito County.

North Coast Section: President, Mrs. Verna M. Moran, principal, Loleta Elementary; secretary-treasurer, Esther Genzoli, Loleta Elementary.

Northern Section: President, Mrs. Edith Armstrong, Capay Union, Yolo County; vice-president, Mark Smith, Alturas; secretary-treasurer, Lloyd T. Stockton, Lincoln, Placer County.

Southern Section: President, Mary Virginia Morris, Soto Street Elementary, Los Angeles; vice-president, Mrs. Nellie L. Frost, Rialto Elementary, San Bernardino County; secretary, Mrs. Margaret F. Hill, Goleta Union Elementary, Santa Barbara County; treasurer, Minnie Taylor, Lincoln Elementary, Pomona, Los Angeles County.

Central Coast

PAUL DIAS, President
District Superintendent
San Juan, San Benito County

JOEL J. PRYDE, Vice-President
Teacher, San Luis Obispo Senior
High and Junior College

T. S. MACQUIDDY, Secretary
City Superintendent, Watsonville

M. T. JOSEPH, Treasurer
Principal, Bay View, Monterey

North Coast

FRANK M. WILLIAMS, President
Principal, South Fork Union High
Miranda

PAUL A. BEAUFORT, Vice-President
Teacher, Ukiah Union High

GLENN WALDNER, Vice-President
Principal, Mendocino
Union Elementary

MRS. ALMA THOMPSON,
Secretary-Treasurer
Rural Supervisor, Office County
Superintendent of Schools, Eureka

Northern

MALCOLM P. MURPHY, President
Principal, Senior High, Sacramento

LOUIS EDWARDS, Vice-President
Principal, Durham Union High School,
Butte County

E. P. MAPES, Secretary
County Superintendent, Willows

J. D. SWEENEY, Treasurer
Red Bluff

Southern

ROBERT CAMERON GILLINGHAM,
President: Teacher,
Compton District Junior College

VERA HAWKINS, Vice-President
Teacher, San Diego Senior High School

WAYNE F. BOWEN, Treasurer
Teacher, Grape Street Elementary
Los Angeles

ARTHUR F. COREY, Executive Secretary
408 South Spring St., Los Angeles, 13

TRAVEL SECTION



TRAVEL FORECAST

ANALYZING THE AMERICAN SCENE IN RELATION TO THE CLOSING
CHAPTER OF THE WAR IN EUROPE

Douglas Malcolm, New York City

VE Day has passed . . . The shift from a two-front to a one-front warfare with possible effects . . . Rails foresee a new strain . . . Vacations ahead in a new stir . . . Resort trends and happenings . . . Airlines . . . Boom times ahead for inland waterway cruises . . . Rail notes . . . Mexico . . .

JUNE continues the period of sharp adjustment to the ended war in Europe. In the swift-moving events of war and peace, the travel industry, in common with the rapidly-changing nation's economy, must bring its operations up-to-date and also meet new war-traffic demands, reports American Express in its monthly survey and forecast.

Although the end of the war in Europe has eased immediate controls of some commodity supplies, little relaxation of the general war-travel codes is seen at this time by ODT and transit officials. The possibility of further tightening, as the war theatre shifts from a two-front to a one-front warfare, is voiced by heads of leading railways.

It will take months to transfer men and equipment from Europe to the Far East. In this great movement many will be routed through the United States in new, heavy-traffic troop movements, new supplies traffic, furloughs, hospital trains, and a

largely added official travel quota for domestic rail lines. Newly released figures, exclusive of freight and regular travel, show that American railroads, since Pearl Harbor to March, 1945, have carried approximately 38,500,000 troops and operated 91,000 special trains.

Florida and Gulf Coast resorts report the largest number of stay-over winter visitors in their history, with indications of large permanent summer colonies. Events in Europe have stirred pent-up vacation-emotions, reported by summer-resort hotels, summer camps and cottage-renting agencies. Throughout the Northern states

advance summer reservations to popular resorts surpass all records.

A boom for inland waterway summer cruises is voiced by all shipping-line officials, with promise of early season sellouts. Canada steamship lines is this season operating the Thousand Islands Club at Alexandria Bay, in addition to its Manoir Richelieu and New Hotel Tadoussac, and is operating the St. Lawrence River, the Saguenay and Great Lakes Cruises from Montreal, Detroit, Toronto, Buffalo and other St. Lawrence and Great Lakes ports.

The Georgian Bay Line again schedules its popular Great Lakes port cruises on its North American and South American steamers. The Detroit and Cleveland Navigation Company schedules mid-week and week-end cruises. On the Mississippi from Cincinnati the Greene Line schedules a cruise to Chattanooga June 16, with a series of week-end cruises to Charleston. Sailing schooners from Maine ports are plying the North Atlantic coastal shores of the bays and islands.

Prewar and prospective postwar tourists to Europe welcome the news of the French Riviera hotels being little damaged, as reported by a special survey of the famous playgrounds by the Paris office of American Express. As in Rome, the American

Along Smith River, Del Norte County, in the vicinity of the National Tribute Grove of ever-living redwoods



Express is cooperating with the American Red Cross in conducting sight-seeing tours for American soldiers to the famous Riviera places.

Fishing and Hunting

The demand for fishing accessories exceeds the supply as fishing becomes a national pastime of great magnitude. Figures for fishing and hunting licenses place the rod and gun industries as 19 million licenses annually, with estimated expenditures to these sports as close to two billion dollars. Throughout the country extensive postwar game-farms and fish-hatcheries are already under way, reported from many states.

The month of May witnessed many new airline operations. The sudden collapse of the war in Europe hastened postwar planning. Before the war the aircraft industry employed 60,000 persons. At the peak last year the industry numbered 2,000,000 employees, with estimates that no more than 500,000 will be required five years after the war.

Sharp reductions in passenger fares have gone into effect on the nation's leading airlines, with promise of affecting all commercial aviation. May introduced 14 new daily flights to Boston and New England points, of which 9 were from New York City. Plans for making a flight schedule of 40 round-trips daily between New York and Boston are already under way by the American Airlines, Northeast Airlines and Eastern Air Lines.

The forecast release of more golf-balls for civilian use in June, which shortage is affecting all summer resorts, is immediately confused by a fresh announcement that already vast recreation-centers are being rushed in the Pacific war area for those soldiers who need rest and change from the European war. These centers will have first call on all manufactured sport material, according to a late report from Washington.

As the New York, New Haven and Hartford joins the list of trial radio railroads, a new postwar efficiency and safety system is becoming wide-

spread. The new engineering radio system keeps trains in constant contact with the central operating offices. The Santa Fe is experimenting with two-way radio transmitters and has been authorized by FCC to construct two radio stations, to be conducted in territories between Chicago and Galveston and between Los Angeles, San Francisco, and Chicago.

Rapid progress on the near completion of the Mexico City-Guatemala Highway is reported from Mexico City. Added to Mexico's new hotels will be a 1000-room hostelry in Cuernavaca, erected at a cost of 5 million pesos.

* * *

World Geography

GINN and Company have issued World Geography by John H. Bradley, a superbly-illustrated text, with 18 full pages of beautifully-colored maps, 120 black-and-white maps, 250 fine up-to-date photographs, 25 diagrams and graphs; price, \$2.48.

This distinguished new geography gives high-school students the richer, fuller meanings of geography not presented in elementary school courses. Fundamentally a human geography, it teaches the significance of world geography in human affairs.

It emphasizes the relations of man and his activities to geographical environment — explains the forces exerted by environment on the lives of nations. It studies geographical conditions in terms of the needs and aptitudes of people — evaluates these conditions functionally.

The text follows the latest approved concepts of organizing geographical study.

SEA VIEW INN Carmel-by-the-Sea

A pleasant week-end and vacation home. Moderate rates include breakfast.

For further information write
P. O. Box 1985 - Phone Carmel 82

TRAVEL in MEXICO
this summer. Educational groups for students & teachers. 11th Year.
43 Day Advan. Tour, \$325
46 Day Mex. Univ. Tour, \$285
Also Guatemala, Hudson Bay, Yellowstone trips.
STUDENT'S INTERNATIONAL TRAVEL ASSN.
11 W. 42 St. N.Y.C. 727 W. 7 St., Los Angeles

SHASTA SPRINGS RESORT

At the Foot of Mt. Shasta

OPEN TO SEPTEMBER 15

Fishing - Riding - Golfing - Swimming - Hiking and Tennis
Address inquiries: P. O. Box 347, Dunsmuir, Calif.

POSITIONS VACANT COLLEGE OF THE PACIFIC

Stockton, California

*

DIRECTOR, FOOD PROCESSORS FOUNDATION. Applicants require: administrative experience in vocational or adult education; college training plus substantial experience in business administration, economics, or science; familiar with Western agriculture; experience in connection with food processing plant or some related industry desirable. Foundation will provide program of educational activities for food processing plants and closely related industries, including: cooperative part-time training; technical library; specialized training for persons now employed; research in administrative and personnel problems; collection of training materials for general educational use. Salary \$5000 up.

Apply to ROY W. KELLY
Consultant, Personnel Administration
593 Market St., San Francisco 5
Phone DOuglas 2850

National organization offers full-time vacation investigating work in San Francisco, Oakland, Vallejo, Sacramento, Fresno and San Jose. Write W. L. SMITH, Box 2509, Station B, San Francisco, 26, California.



Welcome
AMIGOS

Stay at Western America's largest hotel . . . enjoy an evening in the "Supper Club of the Stars" . . . a matinee in the famous Rendezvous.

But be sure to make your reservations ahead.

1500 ROOMS - ALL WITH BATH

The BILTMORE

★ Fifth and Grand Ave. ★
LOS ANGELES

MAP READING

PRE-INDUCTION MAP READING

Elmore E. Shipman, Head of Social Science Department, Alhambra City High School

CARTOGRAPHY is old and technical, but practical map reading for everybody is new and vital.

There are apparently 3 public educational situations in which maps figure prominently as separate units of study on the high school level. One is the pre-induction class planned specifically for training seventeen year old boys for the Armed Forces.

The second is a more general type of pre-induction course which offers opportunity for application of map study to the subject matter (preflight aeronautics, etc.).

The third, recently recommended by a national committee, is the inclusion of study of map projections in orthodox courses like U. S. History.

It has been my privilege during the past 2 years to teach all 3 of the above types of map reading units, and I have found the returns exceedingly gratifying in each. That is, the returns in broadened comprehension of the students have matched the practical returns of pre-military training. It is an excellent type of unit to teach, because both the student and the instructor can "get his teeth in it."

The Air Age

The first thing the instructor of such courses must do is brace himself to keep his balance in the face of the well-intentioned public relations gusts on the subject of "air-age geography" which have occurred frequently since 1940 along the new air-minded educational front. I say this quite sincerely as one who is not only keenly interested in aviation education, but as one who has taught aeronautics and passed his CAA exams.

The much kicked-around Mercator projection still excels for many purposes of the Navy, the Army, and especially the Air Forces, and is even preferable to global polar projections for studying the actual air commerce that will follow this war for some

time. With the perfection of Locher's Tele-Curves, even great circle routes may easily be determined on Mercator's projection (see "Griffith Observer," Griffith Observatory, Los Angeles, December, 1943).

Some of the most readable recent publications on maps minimize the importance of conic and polyconic projections — in fact, one of the most expensive attempts of recent years to educate the public about maps leaves these two projections out entirely. Yet, all sectional, regional aeronautical charts, radio direction-finding charts, most weather maps, most geological survey and land maps, as well as ALL OUR MILITARY GRID ZONES are based on either conic or polyconic projections. Furthermore, for many very practical reasons, conic type projections have by far the greatest future in an air-conscious era.

Projections

However, in the pre-induction class planned specifically to train 17-year-old boys for the Service, the instructor will not need to devote much time to analysis of projections. When a larger percent of boys were needed for the Air Force, it was desirable to make clear the development of the Lambert conformed charts from the theory of the cone, so that the importance of mid-meridian measurements in aerial navigation, for example, could be understood.

But Army Air Force is now closed and Navy V-5 is no longer open to those outside the Service. It is true that a fairly high percentage of the boys in our pre-induction classes enter the Navy instead of the Army, either through Selective Service assignment or enlistment.

Therefore, it is wise to spend at least a day or two on the qualities of the Mercator projection, which is the Navy map, as well as use of the gnomonic projection to determine great circle routes for transfer to the Mercator.

And any boy these days, no matter what his future may be, should have some conception of great circles so that he may understand the use of the radio compass, radio bearings, robot bombs, etc.

Finally, a brief explanation of the polyconic projection will help the Serviceman

understand the grid declination on his military map.

But the core of the map reading unit in the specifically pre-induction training class for boys will be military grids, and at least three-fourths of the time available should be devoted to MASTERY of a few basic fundamentals of reading these military grids.

True, in some schools it will be possible to have a longer unit and devote half of it to map sketching. It is my opinion, however, that the average high school will perform a more useful service if it concentrates on the absolute mastery of map reading fundamentals.

Few Servicemen will ever need to make a map. All will probably have to read maps. (See PIT-1 "Essential Facts About Pre-Induction Training," page 8.)

Four Basic Skills

Among the many skills that might be emphasized in a military map reading unit, I believe the following four are the most important to concentrate on for mastery:

1. How to determine grid co-ordinates with absolute accuracy. (Drill on "Read Right Up.")
2. How to read contour and construct hasty profiles. (Drill on topographical crest, military crest, defilade.)
3. How to use azimuths and back-azimuths in either degrees or miles. (Drill on the azimuth circle, intersection, and resection.)
4. How to change grid azimuth to magnetic azimuth, and vice versa. (Drill on construction of hasty "indicators.")

The last of the 4 will probably be the hardest to get across to an average section of high school boys. I have found, however, that by using the method recommended by MacLean and Olson in Manual for Instruction in Military Maps and Aerial Photographs (Harpers, 1943), pages 30-32, at least three-fourths of the boys will be able to solve azimuth adjustments dependably after three days of instruction and drill.

There are too many conventional signs and symbols and far too many military map symbols to hope to master all these in a short pre-induction unit. A few of the more important should be learned as samples. For this purpose, as well as all other needs of the map reading unit, the set of GTA No. 5-2 "Elementary Map Reading" charts (50 charts 44" x 30") is available and should be fully utilized. These are, in my opinion, among the best visual aids ever produced by any agency. Also the Army Training Film TF 5-12 is the ideal review for military map reading. An excellent true-false exam based on this moving picture is found in MacLean and Olson, pages 76-78.

Map orientation can be taught in a few minutes. Furthermore, it does not seem necessary that the boys try to memorize the

various representative fractions of different scale maps; though it is valuable for them to know the military uses for which "large-scale," "small-scale," etc., are most desirable. These and all other phases of the map reading study mentioned above are explained in Brig. Gen. Heavey's Map and Aerial Photo Reading Simplified, which is a very satisfactory and economical text for the whole unit.

With the rapidly increasing emphasis on aerial photos and photomaps, some attention to this subject in the pre-induction course is advisable. It is not as difficult as one might think, if the technical angles are avoided. The average boy can grasp the significance of vertical and oblique, composite and mosaic, controlled and uncontrolled, shadow, tone, shape, and size, as well as the Atlas grid, in 2 or 3 days, especially if the Signal Corps strip film 5-40, 5-41 is used effectively. For supplementary reference, the instructor should have War Department TM-240, "Aerial Photography."

In high schools where Cadet Corps exist, the map knowledge may be most directly applied in practice. Our Cadet Corps of about 100 boys staged a military maneuver in some hills near South Pasadena. For this operation an excellent map was printed by the boys, with detailed contouring.

The extent to which use of the compass may be taught depends, of course, on circumstance. If the Science Department has good compasses they should be borrowed for use in the pre-induction class. The chances are, however, that they will be neither lensatic nor prismatic. It would be well for the instructor to determine local magnetic variation and demonstrate it on whatever magnetic compass is at his disposal. Army cardboard training compasses are helpful, as well as several charts in the map reading series.

To achieve all the aims mentioned in the time allotted to map reading in the average pre-induction course is an ambitious program. But it can be done. That is, it can be done if the instructor teaches by the most direct methods, with careful budgeting of time in advance.

Only Good Teachers

There is no room in this program for the teacher who keeps a day ahead of the class as they together peregrinate through the subject or for the teacher who is dependent on the technique of general classroom discussion.

No one should be assigned to the job of teaching this unit unless he is interested enough to put in many hours of advanced study. There is no sense pretending that efficient pre-induction teaching will be given compensation in salary for the investment of time required. It is a patriotic service

A CREDO — THE PUBLIC SCHOOLS

W. J. Sanders, Los Angeles

I BELIEVE that this is A Moral Universe, with laws as inexorable and immutable as those of the physical universe or those of machines.

I believe that Mind is more important than matter because Mind gives matter meaning and value, and without Mind matter would be both meaningless and valueless.

I believe that Ideas, just another word for ideals, are the motive power of the universe — of man, of matter, of machines, and of God himself.

I believe that Mind, the seat of ideas, for that reason must be trained and inspired, for an ignorant or evil mind can be the most dangerous and destructive force in the universe.

I believe that formal education is the readiest present means by which mental, moral, and spiritual training can be given.

I believe that The Public Schools, if they rise to their opportunities and accept their responsibilities, are the chief instrument by which the youth of the country can be educated and directed toward their highest destiny.

I believe that The Public Schools are the most precious and the most fragile institution in America and should be safeguarded, at all costs, against indoctrination and domination by all and any organized groups whose ideologies are foreign to the American system of education and destructive of the American way of life.

For:

*Education is the Hope of Youth;
Youth is the Hope of Democracy;
Democracy is the Hope of America;
America is the Hope of the World.*

which many teachers have gladly accepted and to which they have devoted hundreds of hours without additional compensation.

Engineers do the world's most amazing jobs on the basis of polyconic projections.

* * *

Occidental College

TWO summer programs are announced by Occidental College, Los Angeles, one a 6-week session (July 2 to August 11) and the other a 16-weeks term (July 2 to October 20).

Purpose of the 6-weeks session is to provide opportunity for qualified undergraduates and graduate students, as well as qualified adults not candidates for degrees, to enroll. The courses explore selected fields within the liberal arts and their special applications to education, professional improvement, social problems, administration, public policy, and international affairs.

Complete information on courses, faculty, residence facilities, fees, health services, recreation and special events in the 6-weeks session is contained in a Summer Session Bulletin, available on request. Information on the 16-week summer term, one of the regular terms of Occidental's 3-term academic year, is also available.

Address Florence N. Brady, Registrar, Occidental College, Los Angeles 41, California.

AS for map reading units in other pre-induction and general secondary school courses, which are not restricted to specific military training, the field has already been well publicized. The use of sectional and regional aeronautical charts, especially for radio range study, has been a part of aeronautics courses for the past few years (These were again made available in July, 1944, except for vital defense areas.)

For air-age education purposes in general classes, maps like polar azimuthal projections have tremendous value. Global geography can best be introduced by constant exposure to orthographic maps like the Fortune series. (Check volume 1 of Navy Preflight Navigation series, titled "Introduction to Earth.")

Harrison's new perspective projections have had amazing success already in combatting geographical provincialism. Star and butterfly maps are interesting, and the Boggs equal area projections should be appreciated. But even academic classes must not overlook the practical importance of understanding how to use cylindrical and conic projections.

The Mercator and Lambert charts are far from obsolete, and the United States Army

FOUR NOTABLE MEETINGS

A TABLOID SYNOPSIS AS WE GO TO PRESS

IN the month of May four notable meetings have been held in California, in which California Teachers Association and its Sections have had an important part.

Of international significance was the informal tea for the visiting Delegations interested in Education, at the Sir Francis Drake Hotel, San Francisco, Friday afternoon, May 25, five to eight o'clock. This brilliant social function, attended by over 400 persons from the United Nations Conference and from school people in the Bay Area, was sponsored by the The Consultants in Education to the United States of America Delegates at the Conference. The Consultants were from National Education Association of the United States, American Council on Education, National Congress of Parents and Teachers, and American Association of University Women.

The President of the National Education Association, Dr. F. L. Schlagle, superintendent of schools of Kansas City, and a Consultant, was in charge, with Mrs. Louise Beyer Gridley of Berkeley, one of the two NEA State Directors for California. Leland Pryor of Pasadena is the other NEA State Director for California. California Teachers Association, through its State headquarters and through the Bay Section, assisted in many ways.

Three important conferences, sponsored jointly by National Education Association, National Commission for the Defense of Democracy Through Education, and California Teachers Association, already discussed on page 10 of our May issue, and dealing with Education and the Postwar World, were held as follows:

May 5, Sacramento, auspices of CTA Northern Section.

May 19, Los Angeles, auspices of CTA Southern Section.

May 26, San Francisco, auspices of CTA Bay Section.

As we go to press, we can include only the following synopses of the Conferences.

The Sacramento Conference, under the leadership of Malcolm P. Murphy, President CTA Northern Section, and a large staff of helpers, held its morning session at California Junior High School and luncheon and afternoon sessions at Hotel Senator.

At the morning session, Mr. Murphy presiding, addresses were made by: Dr. William R. Odell, superintendent of schools, Oakland; chairman, Committee on Postwar Curriculum, California Teachers Association; and by Dr. Richard Barnes Kennan, associate secretary, Commission for the Defense of Democracy Through Education.

At the afternoon session the presiding officer was Robert Hartzell, chief of division readjustment education, State Department of Education; director of California Teachers Association from Northern Section. Addresses were made by Dr. Walter

Dexter, State Superintendent of Public Instruction; and by Stephen W. Downey.

Chairmen for the group meetings were: J. Burton Vasche, dean of special instruction, Placer Junior College, Auburn; Louis Edwards, vice-president, California Teachers Association, Northern Section, principal, Durham High School; Dr. Ray Dean, principal, David Lubin Elementary School, Sacramento; Dr. Arthur H. Polster, director of research and personnel, Sacramento City Schools.

The Southern California Conference, held at Biltmore Hotel, Los Angeles, began with a breakfast for conference leaders, then a morning general session, group meetings, luncheon, group meetings, a closing general session, and a dinner. Dr. Odell presided at the morning session, which featured an address by Dr. Donald DuShane, secretary, National Commission for the Defense of Democracy Through Education. Robert C. Gillingham, president, California Teachers Association, Southern Section, presided at the luncheon, where there were addresses by Honorable Fletcher Bowron, mayor, Los Angeles City, and Dr. R. B. von Klein-Smid, president, University of Southern California.

Round-table chairmen were Dr. Edwin A. Lee, dean, School of Education, University of California at Los Angeles; Dr. Willis Martin, minister, Wilshire Methodist Church; J. R. Croad, superintendent, San Bernardino City Schools; Henry S. Eaton, chief deputy, Los Angeles City Police. Closing statement was made by Arthur F. Corey, executive secretary, California Teachers Association, Southern Section.

The Bay Section meeting, held at High School of Commerce, San Francisco, May 26, had for the keynote address, Alexander R. Heron, director, California Reconstruction and Reemployment Commission. Presiding at the morning session was Dr. Odell. Presiding at the luncheon and afternoon schedule was Wallace W. Hall, vice-president, Marin Junior College, Kentfield; president, California Teachers Association, Bay Section. Addresses were made by John F. Brady, associate superintendent of schools, San Francisco, and president, California Teachers Association; Dr. F. L. Schlagle, president, National Education Association; and Dr. DuShane. The closing statement was made by Dr. Kennan.

Chairmen of the groups were Dr. Frank N. Freeman, dean, School of Education, University of California; Samuel W. Gardner, attorney, San Rafael; Mrs. G. W. Luhr, California Congress of Parents and Teachers, Oakland; Mrs. J. J. Garland, State President, California Congress of Parents and Teachers, San Mateo; Pansy Jewett Abbott, San Mateo County Superintendent of Schools; Dr. Sonoma Cooper, teacher of social studies, High Schools, Berkeley.

California Teachers Association established an all-time high mark in the quality and interest of these significant conferences.

Sierra

EDUCATIONAL NEWS

JOHN F. BRADY *President*
ROY W. CLOUD *State Executive Secretary*
VAUGHAN MacCAUGHEY *Editor*

VOLUME 41 183

JUNE 1945

NUMBER 5

CTA ANNUAL MEETING

DIGEST* OF ANNUAL MEETING, CALIFORNIA TEACHERS ASSOCIATION
STATE COUNCIL OF EDUCATION; PALACE HOTEL,
SAN FRANCISCO, APRIL 7, 1945

Roy W. Cloud

STATE Council of Education convened its annual meeting of California Teachers Association at 9:30 a.m. Saturday, April 14, 1945, in the Palace Hotel, San Francisco. President John F. Brady called the meeting to order. The Salute to the Flag was led by Homer H. Cornick of Santa Cruz.

President Brady then addressing the meeting said: "We are meeting this year under saddened circumstances, but we must hold an annual meeting to keep the proper proceedings of California Teachers Association. Today we are met under circumstances that sadden and challenge us.

"We, as teachers, are very conscious that during the past 12 tremendous years of the Presidency of Franklin D. Roosevelt, we have lived through one of the most historical eras of all time. It is no exaggeration to say that the history of our country during that time and the government of the United States have been interwoven to a very great extent into the personality of that great leader.

"Today throughout the world peo-

ple everywhere are stopping in their regular pursuits to bow their heads at the passing of this American who has become possibly the greatest world citizen. We are today prepared to clasp to our hearts our fallen Commander in Chief. His place in history has already been made.

"Chester Rowell, speaking before

*John F. Brady was re-elected to the
Presidency of CTA*



the Commonwealth Club, said, 'Roosevelt, largely by our action, is still the "irreplaceable" man, at this the most critical moment of history. May the Lord, in his grace, have mercy on us, in not permitting the loss to be irreparable!'

"Let us all resolve that that will be the case. Let us resolve that the man who is taking our fallen President's place will receive the support of all of us in this very trying hour. Certainly he will need it."

Committee Reports

The next principal business was the presentation and consideration of a series of 21 Committee reports, by the chairmen of the CTA State Committees in various fields. These reports, carefully prepared, ably presented, embodied a wide range of professional interest and activity. They manifested that CTA is actively at work in many educational areas.

Because of the drastic paper shortage and our severe limitations of space, we cannot reproduce the reports here in full. They are available in full, in the complete mimeographed minutes of the Council meeting; copies are available upon request.

Here follow excerpts or brief statements from the reports.

Adult Education

Warren P. Dayton of Sacramento, Chairman

Among several recommendations, Mr. Dayton's report, of 3½ typewritten pages, suggests "adjustment in deductions for retirement salary from adult education

* Complete minutes, with committee reports in full, may be obtained by addressing CTA State Headquarters, 660 Market Street, San Francisco 4.

Assent of CTA Members

See February issue, 1945, Page 6

THE undersigned, a member of California Teachers Association, a corporation, organized under the laws of the State of California, hereby assents to and approves the resolution of the Board of Directors of the said corporation heretofore adopted, to amend Provision 5 of the Articles of Incorporation of said corporation, to read:

"That the number of Directors of said Association shall not be less than 9 nor more than 15."

Signed.....

Address.....

Return to Secretary, California Teachers Association, 660 Market Street, San Francisco 4, California.

teachers who obviously will never benefit from the State retirement system;" also, that adult education should have the legal right to advertise its program.

Certification

Homer H. Cornick of Santa Cruz, Chairman

Report of progress on simplification and clarification of Education Code re certification.

Childhood Education

Nora L. Pearson of Glendale, Chairman

No report as the Chairman was absent, due to the recent death of her husband.

Classroom Teachers Presidents

Mrs. Verna M. Moran of Loleta, Chairman

Reporting for the Presidents of the 6 departments, Mrs. Moran declared their most important aim to be the recruitment of youth as teachers. She emphasized the alarming decrease in enrollments in teacher training institutions.

Equal Opportunities

Cecilia O'Neil of San Jose, Chairman

A progress report again acknowledging leadership of CTA in behalf of Equal Rights Amendment.

Essentials of the Modern Curriculum

Abby M. Perry of Long Beach, Chairman

Miss Perry's admirable report, comprising 4 typewritten pages, summarizes outstanding current trends and suggests further coordination with the Postwar Planning Group.

Financing Public Education

Frank M. Wright of El Monte, Chairman

Recommends early and aggressive steps as follows:

1. Some form of equalization for secondary education.
2. Kindergarten should be made a part of the State school system.
3. Study of pre-school and nursery education especially as to financing.
4. Adequate and equitable financing of various post-high-school programs, including adult education.
5. Study of all existing school legislation to prevent possible abuses.
6. Continuation of study of transportation, with State support in part at least.
7. Financing of recreation apart from the regular school costs.

Intercultural Relations

Mary Virginia Morris of Los Angeles, Chairman

Commended the publication of helpful materials in Sierra Educational News and recommended continued active support of the objectives of National Commission for the Defense of Democracy Through Education. These 8 great objectives had been adopted by CTA Council of Education at a previous meeting.

Junior College Problems

Leland M. Pryor of Pasadena, Chairman

A progress report with special reference to legislation.

Junior High School Adjustments

Roy E. Simpson of South Pasadena, Chairman

Progress report with special reference to legislation. The committee believes that junior high schools should be administered and financed as secondary schools.

Legislation

Walter T. Helms of Richmond, Chairman

Summary of major pending legislation. See also the weekly CTA Legislative Letters giving full details.

Mr. Helms asked the Council to discuss

briefly with him methods by which the work of the Legislative Committee could be expedited. He stated that the Committee was necessarily a large one and that it always had many visitors who participated in the discussions of the Committee. He stated that this participation by visitors was welcome and in many cases necessary, but since the last meeting of the Committee there had been criticism concerning the method by which the meeting had been conducted. He said that several suggestions had been made. One was to divide the Committee into a number of sub-committees. Another was for a Steering Committee to choose the most important bills for discussion. He asked the Council to discuss the matter at this time.

A number of Council members made suggestions. President Brady then suggested that perhaps a Committee of five could be appointed to study the matter and make a recommendation. Miss Pence moved that such a committee be formed. The motion was seconded by Mary Virginia Morris. Mr. Quick moved to amend the motion that the committee be composed of six members, one from each Section. Miss Pence and Miss Morris agreed to the proposal and the motion being put was unanimously carried.

President Brady then asked the President of each Section to name a member of the Committee, the chairman of the Legislative Committee to act as chairman and the State Executive Secretary to be an ex officio member.

Wallace Hall, President of Bay Section, named Dr. Rex H. Turner.

Edward G. Sewell, President of Central Section, named Clyde E. Quick.

Paul Dias, President of Central Coast Section, named Ernest K. Bramblett.

Malcolm Murphy, President of Northern Section, named James N. Gardner.

Frank Williams, President of North Coast Section, named William A. Chessall.

Robert C. Gillingham, President of Southern Section, named Roy E. Simpson.

New Voter Preparation

Jesse A. Bond of Los Angeles, Chairman

James N. Gardner of Sacramento, Acting Chairman in the absence of Dr. Bond, made a progress report, dealing largely with the proposed reduction of the voting age from 21 to 18, already twice approved by vote of the State Council.

Planning the Post-War Curriculum

William R. Odell of Oakland, Chairman

A progress report describing the various activities of the committee as a clearing-house and coordinating body.

Problems of the County Superintendent

John R. Williams of Stockton, Chairman

Report on legislation, with special emphasis on A.C.A. 17, now before the Legislature for the third time, and urging its passage.

Mr. Williams stated that his report was

the report of his Committee and not his own as chairman and asked the adoption of the report which motion was seconded and carried.

Public Relations

Mrs. Alma Thompson of Eureka, Chairman

Mrs. Alma Thompson, chairman of the Committee on Public Relations, stated that the only report the Committee had at this time was to ask every member of the State Council to assist in publicizing the report of the Committee on Services and Dues, in order that all teachers would understand the need for increased dues.

Retirement

Mrs. Louise B. Gridley of Berkeley, Chairman

A progress report on A.B. 544 and 997
See also Page 16.

Salary Schedules and Trends

Guy H. Jaggard of Bakersfield, Chairman

Mr. Jaggard and his committee are planning extensive research as the basis for improved salary schedules. Excerpts from his report:

"It is appalling to find so many of our teachers without any semblance of a salary schedule that gives recognition for better preparation and satisfactory service. It is this class of teachers, members of CTA, to whom we owe a great obligation, they cannot help themselves. The great number of emergency credentials to teachers who are, in many cases, getting the same pay as fully qualified teachers, means that this is an urgent need. . . .

"If the committee can have the backing of the Council we propose to pool the experience of different school districts in the State, supplement it with some studies from the NEA, then prepare suggested schedules for different classes of schools in California. Such a study is well under way in the Central Valley under Superintendent David Laird of Tulare. We want to uncover some others and encourage still more. . . .

"Before we can do a satisfactory job of making salary schedules we must find some way of determining a proper maintenance level for living costs of a teacher. Dr. John C. Almack undertook such a study a year ago, and did very well with the materials we furnished him. . . .

"If some formula could be followed which could be easily applied to an individual community, such as Cost of Living = 3(Board + Room), then we would have simplified the whole procedure. . . .

"Your committee wants to give support to the argument for a single salary schedule.

In the light of information furnished by Dr. Paul Hanna in the Strayer report, that there will be a serious shortage in elementary teachers for the next 5 years, we believe it is a propitious time to press for this measure in individual communities. We would like to impress upon superintendents and teachers the desirability of the 12-pay salary. The income tax deductions add reason for it at this time."

Services and Dues

Vera Hawkins of San Diego, Chairman

THE Committee on Services and Dues appointed by the Board of Directors of California Teachers Association submits the following report: The purposes of the Committee are:

- To study the expanded services of California Teachers Association.
- To recommend the increased dues necessary for furnishing such services.

History of Committee

The first organizational meeting of the Committee was held at headquarters in San Francisco on November 11, 1944. Sub-committees were appointed to make preliminary reports at the Los Angeles meeting of the State Council in December. At the meeting in Los Angeles in December, the following sub-committees reported:

Field Service, Mr. Gillingham, Chairman.
Research, Dr. Wallace Hall, Chairman.
Legal, Roy Simpson, Chairman.
Unified dues, Frank Williams, Chairman.
Affiliated Organizations Dues, Earl Gridley, Chairman.

A third meeting of the Committee was held in San Francisco on February 10, 1945, at which the same committees listed above made complete reports, supplemented by a new Committee on General Welfare Services of which Mrs. Louise Gridley is Chairman. The Committee prepared recommendations as follows:

I. Field Service. The following tentative plan for Field Service Department for California Teachers Association was adopted on motion of Frank Williams, seconded by Mrs. Gridley:

I. General Objectives:

- To administer a public relations program throughout the entire state.
- To provide direct assistance to local teacher organizations.
- To promote and maintain professional unity among all segments of the teaching profession, from the kindergarten through the state university.
- To stimulate increased support for, and closer co-ordination with the program and policies of the National Education Association.

II. Administrative Control and Policies:

1. Field service provided should be administered through the organization of at least three regional areas in the state, as follows:

- (1) the coastal area, from San Luis Obispo to Eureka, with a regional office located at San Francisco.
- (2) The central valley area, including the San Joaquin and Sacramento valleys, with a regional office located at Sacramento.
- (3) The Southern California area, including the 9 southern counties from Inyo and Santa Barbara to Imperial and San Diego, with a regional office located at Los Angeles.

2. Members of the field service staff should be appointed by the State Board of Directors of California Teachers Association.

3. The duties of the field service staff should be under the direct supervision of the State Executive Secretary, and co-ordinated with the activities of the Section offices.

4. Regular reports should be made to the State Board of Directors, and other periodic reports to the State Council, CTA.

5. The program should be financed through regular apportionment in the general budget of the California Teachers Association.

6. Further Unification of policies and activities of the Field Service Department should be maintained through bi-monthly meetings of field directors with the Presidents and Secretaries of the several sections.

III. Suggested Personnel:

1. At least three full-time field directors. Minimum qualifications of field directors might include the following: At least 5 years elementary or secondary teaching experience (or both), evidence of administrative capacity, above-average public speaking ability, and presentable appearance.

2. At least 3 full-time office secretaries, located in the respective regional offices, and thoroughly familiar with the area involved.

3. Provision for part-time clerical or field personnel as needed.

IV. Suggested Function:

1. To aid in the organization of new local teacher clubs and associations.

2. To provide leadership training for local club officers through regional conferences.

3. To handle promotional activities in connection with CTA membership campaigns.

4. To organize and conduct regular conferences throughout the year on matters of professional interest to teachers.

5. To extend direct assistance to local teacher organizations faced with special problems.

6. To provide regular news publicity for use by the public press and other lay organizations.

7. To assist in the preparation of materials on matters of professional interest for publication in Sierra Educational News, in section bulletins, and in local teacher publications.

8. To co-operate with the research department in the preparation of special reports, and in the maintenance of a press clipping service.

9. To maintain personal contacts with legislators.

10. To assist in the conduct of special campaigns on behalf of public education issues.

11. To organize and co-ordinate teacher consulting groups.

12. To prepare and make talks before civic clubs and other community groups.

13. To promote and improve liaison with related educational organizations.

14. To maintain personal contacts with representatives of business and labor organizations.

15. To regularly collect the data needed and maintain a state-wide directory of names and of officers of local teacher organizations.

16. To co-operate with field representatives of National Education Association.

IV. Supplement. The President and Secretary, Field Service Representatives and State Executive Secretary to have bi-monthly meetings to implement the program and serve as a clearing house for information.

V. Cost of Financing the Field Service Program:

1. Salary of a Chief Field Director, beginning at \$4,500 a year, with annual increment of \$100, to a maximum of \$5,000	\$ 5,000
2. Two Field Representatives, beginning at \$4,000, with annual increment of \$100, to a maximum of \$4,500.....	9,000
3. Three office secretaries, beginning at \$1,800 with annual increment of \$60, to a maximum of \$2,100.....	6,300
4. Travel expense of field directors, \$75-\$150 per month.....	5,400
5. Travel expense of Presidents and Secretaries to bi-monthly meetings, \$300-\$400 each	2,500
6. Printing of special bulletins, publicity materials, an average of \$50-\$100 monthly	1,200
7. Supplies, postage, phone, and miscellaneous expense, \$25-\$50 per month for the three offices.....	1,800
8. Rental	1,800
Total Estimated Field Service Expense	\$33,000
Additional equipment for all services..	3,000
Total for the first year.....	\$36,000

II. Research Service. On motion of Mrs. Gridley, seconded by Miss McCardle, the proposed plan for Research Activities was adopted as follows:

I. Suggested Activities of a Research Director:

1. Conduct and Direct research projects. (Possible research projects.)
 - A. Teachers salaries and the cost of living.

B. Equalizing state elementary and secondary school aid.

C. Better units of administration (including redistricting, etc.).

D. Need for teacher recruitment (including recruitments for teacher training institutions).

E. General subject of financing public education.

F. Teaching techniques and procedures used in specific fields.

G. Teacher security—Re Social Security (Protection for teachers in small schools).

H. Tenure and non-tenure teachers.

I.

J.

2. Write and publish findings of Research Activities.

3. Digest research findings for short articles in Sierra Educational News.

4. Collect data and statistics relating to school matters, which would be available, when needed, by the Legislative Committee of the State Council.

5. Work with State Department of Education, County Superintendents of schools, and local school districts in the exchange of information and ideas relative to school matters.

6. In case full time research man is not possible, serve part time in field work for the Association.

7. Work in conjunction with training schools relative to all problems in education.

8. A Research Publication for which subscription rates will be charged to help finance it.

9. Publication of a digest of available research materials in the Universities, etc., in the State.

II. Suggested Qualifications:

1. Be conversant with the techniques and sources of information of research in general and specifically trained in the securing of data pertaining to educational matters.

2. Desirable that he have had prior experience in educational research work.

3. Ability to interpret his findings in a readable and understandable manner to the average teacher and layman.

4. Demonstrated ability to work with people effectively and with facility.

5. Be practical and useful with not too much theory which often leads to red tape.

III. Suggested Additional Costs:

Salary of Director.....	\$5,500 to \$6,000	\$6,000
Clerical Assistance	1,800 to 3,000	3,000
Printing of Reports...	2,500	2,500
Travel Expenses	500	500
Total for the first year.....		\$12,000

III. Legal Services. On motion of Mr. Mapes, seconded by Mr. Williams, the proposed plan for legal services was adopted:

1. Opinions on rights of teachers, and other legal matters concerning teaching, teaching contracts, tenure, etc., to be furnished members

on request by a competent attorney on a retainer fee. The same practice as followed heretofore.

2. The Association is not to enter court cases except only where a precedent is to be established. This is the same practice as at present.

3. Legal advice on corporation matters.

4. The minimum cost yearly to be approximately as follows: Legal fee, \$2,000; reserve for necessary court cases, \$1,000.

FURTHER recommendations: If this report is accepted by the Board of Directors, the Committee further recommends that

a. It be presented to the State Council at the meeting in April 1945.

b. Adequate publicity be given to the report during this year through Sierra Educational News, Institute meetings, etc.

c. The report be presented in detail to Section Council meetings during the year, and

d. The final report be submitted for approval to the State Council in April 1946 Respectfully submitted,

Vera Hawkins, San Diego,
Chairman
Malcolm Murphy, Sacramento,
Vice Chairman

Committee Members:

R. D. Case, Salinas
Arthur F. Corey, Los Angeles
Mrs. Marcia F. DeVoe, Monterey
Robert Gillingham, Compton
Earl G. Gridley, Berkeley
Mrs. Louise B. Gridley, Berkeley
Wallace Hall, Kentfield
May R. McCardle, Fresno
H. W. Kelly, Shafter
T. S. McQuiddy, Watsonville
E. P. Mapes, Willows
Bethel Mellor, Hanford
Mrs. Verna Moran, Fortuna
Mary Virginia Morris, Los Angeles
Roy Simpson, South Pasadena
Marks Smith, Alturas
Irene Snow, Napa
Mrs. Alma Thompson, Ferndale
Frank Williams, Miranda

Miss Hawkins stated that this was the report of the Committee and not her report as chairman.

Frank Wright moved, seconded by Dr. Hall, that the report be adopted. The motion was unanimously carried.

Miss Hawkins stated that the Board of Directors of California Teachers Association also had accepted the report and had recommended that the dues be raised to \$5, \$3.50 to be allocated to the head office and \$1.50 to the Sections.

Tenure

S. Edna Maguire of Mill Valley, Chairman

An excellent report of 10 typewritten pages, with an historical summary and with

various suggestions which had been received by the Committee.

Youth Employment

Mary Ellen Dickison of Los Angeles,
Chairman

A fine report of 2½ typewritten pages, with special reference to summer camps and the Save-the-Crops Campaign, discussing the extensive practical work of last year and the continuation and extension of that work this year.

Youth Problems and Delinquency

Edith E. Pence of San Francisco, Chairman

This report covers current legislation comprising 25 bills. It declared:

"The fundamental purpose of the Youth Problems Committee, relating to juvenile delinquency, is to make a continuous study of the matters listed below and to cooperate through California Teachers Association in bringing about desirable changes for the welfare of youth:

"1. Local (community) and Statewide trends in juvenile delinquency.

"2. Factors contributing to juvenile delinquency. Some of these factors are constant, while others change with changes in conditions of home life, economic trends, recreational facilities, law enforcement policies, etc.

"3. Efforts that are being made and programs that are being developed for reduction and prevention of juvenile delinquency, whether these be in local communities or on a Statewide scale.

"4. New devices and projects that are under consideration (local or Statewide) for prevention of delinquency."

This concluded the reports of Committees.

State Executive Secretary's Annual Report

To the Officers and Members of the
California Council of Education
Greetings:

It was with great regret that your Secretary was informed by the Office of Defense Transportation that the regular meeting of the California Council of Education could not be held at this time. Instructions were received that we could not call a meeting if 50 or more would be required to travel to attend. We were also informed by officials of the San Fran-

cisco Convention and Tourist Bureau, to whom we turned for assistance in securing hotel accommodations, that we would be violating regulations of the Armed Forces and of our Government should we endeavor to secure hotel accommodations for more than 50 members of our organization.

Your Board of Directors decided to hold two meetings, one in the North and one in the South, where travel and hotel accommodations might be available. However, when it was explained that each of these meetings would exceed 75 in number we were told that such groups could not meet, as that would be opposed to the ruling of the Federal Office of Defense Transportation.

Streamlined Meeting

Accordingly, we arranged for today's meeting. It consists of the Board of Directors of California Teachers Association, the presidents and secretaries of the six Sections, the presidents of the Classroom Teachers Departments, the chairmen of the standing committees of the Association, the State Superintendent of Public Instruction, a representative of the California Congress of Parents and Teachers, the State Executive Secretary and assistant Secretary of California Teachers Association. This makes a group of 48 in number, which comes within the federal regulation.

We earnestly hope that before the time arrives for the holding in Los Angeles of the semi-annual meeting of the California Council of Education, the war in Europe will have been won and such progress will have been made in the Pacific areas that travel will be permitted, and hotel space will be available, so that we may meet in December as usual.

I am pleased to report to the Council that the membership in California Teachers Association is the largest that it has ever been at this particular time of the year. 1945 will witness the largest enrollment ever recorded in our Association.

This is legislative year. We have been active at the Legislature. I believe that all of the bills which have formed

the program of California Teachers Association will successfully pass both houses. We are also happy to report that most of the bills to which our Association has objected have not come from committee. We have earnest hopes that they will not be passed out unless they have been amended to remove objectionable features.

With more than usual pleasure I can report that A.B. 959, by Assemblyman Gardiner Johnson and 51 other Assemblymen, which provides a minimum salary of \$1800 for every full-time teacher in California, passed the Assembly with only one dissenting vote and was passed by the Senate with only one opposing vote. It is our earnest hope that Governor Warren will sign this bill.

The only criticism that I heard during the passage of this measure was that it should have provided a larger amount. While it was indeed possible that the amount could have been larger, it is perhaps well that this bill provided \$1800 as the minimum. Such an amount should provide a fair starting-point for good salary schedules. I trust that in the future activities of California Teachers Association, efforts will be made to provide adequate salary schedules for the teaching personnel of California so that there will be no difficulty in the recruitment of capable, earnest young people who will be willing to enter teaching as their life work.

Single Salary Schedules

It is our desire that many school districts of California will establish single salary schedules in which the educational qualifications, the training and the experience of the teachers in the various fields will be recognized. No matter in what grade or place in the school system a certificated employee may be, the services rendered should receive adequate remuneration, on the same wage scale for like training and experience. We do not for a moment wish to convey the idea that those who are in specialized lines of teaching should not have due recognition given to them but we do believe that every certificated worker in the

educational field is of equal importance in the educational history of every child. The building is certainly no stronger than its foundation.

JUST at this time a Committee is studying the problem of increased services and dues for California Teachers Association. I again express the hope that added services may be rendered to the membership at large by the Association. On the present dues, little added assistance can be rendered, so we believe that very special attention should be given to this subject. While California Teachers Association has rendered an account of itself worthy of great consideration by all who are enrolled in the organization, much more could be done if funds were available for the securing of additional services, particularly in field work and in research.

In a recent report made by a member of the State Department of Education to the Education Committee of the State Senate, the statement was made that over 8,800 emergency credentials are now in use in the schools of California. While many of those who hold these emergency credentials are well qualified, efficient teachers, it is to be desired that those in active work in California will endeavor to do their full part towards encouraging young people to enroll in the teacher training institutions of the State in order that there will be sufficient graduates from these institutions to fill the positions that may be vacated in our public schools.

Committee Activities

This morning has been entirely occupied by discussion of committees and committee activities. We are fortunate in having in our membership teachers who are willing to give their time and energy in the study of important educational problems. Some times I have marveled at the time and study some of our members have given to important problems facing public education. They have done so because they have believed in the

Financial Statement for the Years 1943 and 1944

Revenues		1943	1944
Memberships		69,894.00	73,864.50
Net Advertising Sales		8,696.79	11,575.57
Placement Commissions		26,527.71	21,819.65
Placement Telephone		296.46	247.43
Subscriptions		178.75	212.38
Interest		343.00	407.45
Miscellaneous		2.06	5.70
Total Revenues		105,938.77	108,182.68
Expenses		1943	1944
Council, Board Directors, etc.		18,478.74	14,304.20
Managerial		21,955.07	23,848.83
Sierra Educational News		35,089.63	36,842.97
Placement Division		18,254.24	20,049.84
Total Expenditures		93,777.68	95,045.84
Net Equity for year ended December 31		12,161.09	13,091.84

worthwhileness of our work. I hope that the members of California Teachers Association will give consideration to all phases of our committee system. Wherever procedures can be improved, I trust that everyone will be willing to assist in making our Committee activities more effective.

Board of Directors

You have been notified that the election of the Board of Directors will not be held this year. This procedure was followed because of the legal advice which was given to us. It might have been possible to have elected new directors at this time on nomination by letter, however we were informed that such procedure was questionable and as our constitution provided that members of the Board of Directors shall hold office until their successors qualify, it was determined that we should follow legal procedure in this regard.

Again I express the hope that at the next annual meeting it will be possible for us to proceed in our usual manner and elect directors as we have done in times past. Officers of the Association will be elected by the present Board of Directors following this meeting, so at least that part of the procedure will be followed in the regular manner.

As in other years, I wish to express my appreciation for the fine support which has been given to us in carrying on our work. Also at this time I know that I am expressing the sorrow of all of our members in the passing of the

President of the United States and of a number of our most efficient and friendly workers. Several who have been very active in Association work during the past year have been taken. I hope when this meeting closes it will adjourn in memory of President Roosevelt and of these fine workers in the educational field who have passed on.

The annual financial report of the Association is shown above.

President Brady then stated that it was necessary for the Council to move approval of a By-law which the Board of Directors had adopted at its meeting April 13. The By-law is as follows:

War Emergency By-law

"Because of emergency war regulations in effect which prevent holding the annual meeting of the State Council of Education in April 1945, the members of the Board of Directors elected in April 1944 shall serve until their successors are duly elected. Vacancies occurring during the interim shall be filled according to Article 6 Section 4th."

Mr. Corey moved the adoption of the By-law, seconded by Mr. Gardner. The motion was unanimously carried.

On motion of Miss Morris, seconded by Mr. Corey, the minutes of the Council meeting of December 9, 1944, were approved as mimeographed and sent to the members.

President Brady then called on Mrs. G. W. Luhr, State Director of Education of the California Congress of Parents and Teachers, to present two matters which the California Congress of Parents and Teachers wishes

to bring to the attention of the California Teachers Association.

Mrs. Luhr told of the new scholarship proposal of the California Congress P.T.A., providing for ten 4-year scholarships and ten 1-year graduate scholarships for the training of public school teachers.

The second matter which Mrs. Luhr presented was the action of the California Congress P.T.A. in favor of the establishment of an International Office of Education.

Greetings from NEA

Mrs. Louise Beyer Gridley, NEA Director of California, was then called on for a short statement on the NEA. Before making her statement she asked Arthur F. Corey, member of the NEA Legislative Committee, to comment briefly on the status of the Federal Aid Bill.

Mrs. Gridley then made the following statement:

Mr. Pryor and I are very happy to bring you greetings from the NEA. We appreciate very much your cooperation in our membership campaign. We do not know yet whether we will reach our 24,000 quota, but the last report indicated 22,190.

We believe that much still remains to be done to bring to the California teachers the realization of the importance of their participation in national activities.

Recently, the President of the Studebaker Corporation, in speaking to San Francisco businessmen, said: "Gentlemen, California cannot operate in a business vacuum." For example, even though California establishes desirable relationships between management and labor and sets up desirable wage scales, if the problems of industry in other parts of the country are not ironed out it will inevitably react unfavorably upon California and California business.

If this be so in the field of Business, it is doubly true in Education.

Both Mr. Pryor and I shall welcome any suggestions you may have to make our work more effective and to impress upon our teachers their responsibility in the solution of our national problems.

Mr. Leland Pryor, also NEA Director for California, was asked by President Brady to address the Council members at lunch immediately following the meeting, since he would then have more time to present his subject.

The State Executive Secretary stated that Emmett Clark of Pomona, a member of the

State Council for many years, had died and he asked the Council to adjourn in honor of Mr. Clark and G. P. Morgan, Superintendent of Schools of Tuolumne County for 56 years.

Mr. Sewell moved that we instruct our Executive Secretary and all others concerned with our Legislative program to get behind the Strayer Equalization proposal 100%. Mr. Guy Jaggard seconded the motion. Dr. Odell suggested a substitute motion, namely, that the Council authorize the State Executive Secretary to continue his support of the Strayer proposals. The motion was seconded and carried.

No further business appearing, the meeting adjourned in respect to the memory of President Franklin Roosevelt, Emmett Clark and G. P. Morgan.

* * *

Beulah Knight

Meet Your New CTA Director, Mrs. Knight

Annah A. Kessel, LAETC Editor for
Los Angeles School Journal

DRIVING out North Hollywood toward the valley that the movie colony and the author of the lyric "San Fernando Valley" have made famous, beside a rustic bridge, amid a vale of ferns and verdure, nestles a home that invites you to repose.

You ponder the idyllic setting and promise yourself that when you retire, with nothing to do but cultivate a garden, you, too, will create an Eden for yourself. You are sure that this abode represents the crowning effort of a consecrated homemaker.

You are wholly unprepared to accept the challenge that awaits you; viz., that the



Beulah Knight

hostess of this home is the most active professional woman you know, Beulah

Knight. A list of the professional organizations and activities which engage her is worthy of an educational Who's Who. She is President of Los Angeles Elementary Teachers Club, has served as Council member of Affiliated Teacher Organizations of Los Angeles for four years and is now its Legislative Chairman.

She is a member of CTA State Council of Education and a Council member of California Teachers Association Southern Section. She serves on the State Legislative Committee, has found time to serve as a delegate to the National Education Association for the past five years, and holds a life membership in National Education Association. She also was a delegate to National League of Teachers Associations. She is a member of Delta Kappa Gamma and active on many committees.

Mrs. Knight is interested in anything that pertains to education. Her official life has been characterized by her efforts to promulgate unity and harmony between Los Angeles Elementary Teachers Club and all educational organizations that through cooperative team work they might function fully for the advancement of the profession. Mrs. Knight served the Valley District of the Elementary Teachers Club as vice-chairman and later chairman, before she became the Club's president.

She is the product of our own California school system, having entered Pasadena schools at an early age and later training for a professional career at Los Angeles Normal, University of California at Los Angeles, and University of Southern California. She has completed work for the Master's Degree and Administrative credential. For more than two full decades she has given abundantly of herself in the service of childhood and the advancement of the teaching profession.

Beulah Knight is a grand person to know. She is a modest person who knows how to lead and how to do team-work. She will tell you, without reference to herself and with restrained pride, of the accomplishments of her talented daughter or the tea party for the three-year-old granddaughter whom she adores.

We, of Los Angeles Elementary Teachers Club, are justly proud of her leadership and are gratified that she was chosen to team-up with CTA on the Directorate.

* * *

Selma Union High School, Fresno County (Principal, George Howden), recently presented its Band in a noteworthy evening program in the school auditorium, featuring Music for Peace. Arthur C. Nord is Director of the Band, which possesses 26 cups, trophies, and other awards. The program, of 15 numbers, was of merit and brilliance.

TEACHER RECRUITMENT

JOIN THE MOVEMENT FOR NEW TEACHERS

Fred W. Bewley, Vice-Chairman, Committee on Teacher Recruitment and Training, California Teachers Association, Southern Section*

WE successfully fought the battle for Proposition No. 9. A majority of the voters were convinced that the passage of that measure would mean better schools in our State. Now it is our responsibility to see that the schools become progressively better.

One essential aspect of any plan for school improvement must be the recruitment of competent new teachers. No school can make its maximum improvement with classrooms bulging with pupils. No school can be at its best with the educational opportunity it offers children limited by a lack of teachers to staff the classrooms. There are too few teachers now and in the immediate future there will be still fewer in proportion to the need.

The problem of providing an adequate number of competent teachers will not be solved in the next few months by a committee appointed by a teachers' organization. It is a problem which confronts the entire profession and will no doubt never reach a permanent solution. It will be a continuous task in which each of us must assume a full share of responsibility.

By questionnaire the Committee on Teacher Recruitment of California Teachers Association, Southern Section, secured from school people suggestions for approaches to this problem which can be used by each of us in our contacts with young people who, more than ever before, will be seeking advice about the choice of life work. Among the suggestions each of us can find at least one which can be put to use.

Each of us, no matter what our professional position, must drop the apologetic attitude expressed by the phrase, "I am JUST a teacher." We must say with pride and with an ag-

gressive spirit, "I AM A TEACHER." How dare we show parents such effrontery as to be ashamed of working with their children? How can we be so irresponsible as to consider apologetically the work we do developing citizens for our country? And why would intelligent young people choose to be one of us if we persist in our self-pity and shame? Pride will be a tonic to ourselves and an incentive to others.

Take time to study the following suggestions and be sure you lose no opportunity to act upon them.

Suggestions to Teachers

1. Be alert to teacher possibilities among high school and junior college students. Counsel them on the requirements and advantages of the teaching profession.
2. Organize Future Teacher Clubs or Career Clubs.
3. Initiate an advertising campaign by the distribution of attractive pamphlets emphasizing the opportunities for service and satisfactory outlets for abilities.
4. Arrange for teachers to speak to student groups.
5. Invite outstanding high school seniors and junior college students to visit elementary classrooms.
6. Remember that your fellow teacher is human like yourself. Respect his abilities and be tolerant of his failures. The unpleasant air generated by disrespect and intolerance will dampen the spirits of potential teachers.

Suggestions to Administrators

1. Assure teachers of their professional situation and the integrity of their school administration so that they may have confidence and faith and a desire to remain on the job.
2. Prepare press notices calling attention to needs and urging out-of-State teachers,

who are now residents of California, to interview local administrators.

3. Participate with the teachers in the suggestions outlined for them.
4. Induce the best substitute teachers to accept full-time positions.
5. Contact women's organizations to discover retired teachers who might return to the schools during the war emergency.

Suggestions for Teacher Organizations

1. Work toward the improvement of salaries so that prospective teachers may be assured an economic position comparable with that of their associates in other fields.
2. Support any step that might be taken to improve the general working conditions for teachers which, indirectly, will make the profession more attractive.
3. Initiate a recruitment campaign among returning veterans.
4. Provide radio programs beamed to parents and pupils and emphasize the attractive features of teaching and the large social responsibility of education.

The suggestion was made that steps be taken to recruit teachers for California from schools in other States. The committee regards this as an unprofessional approach to the problem since it does not solve it but merely shifts the burden to other shoulders. The only genuine solution is to recruit new teachers.

Some information pamphlets on education

U. S. Office of Education: Teachers Are Needed. Vocational Division Leaflet No. 14.

National Education Association: Yes, I Am A Teacher.

Edwards, Harry Stillwell: The Tenth Generation.

National Education Association: The Return of a Teacher.

Note: We consider this article to be an official part of the program of our Committee. — C. C. Trillingham, Chairman of the Committee.

* * *

The State Teachers Retirement Office, located for many years in the Library and Courts Building, Sacramento, has been moved to 1408 J Street, Sacramento.

* Superintendent of Cypress Elementary School, Orange County.

A Tribute

(In memory of Franklin Delano Roosevelt)

Dr. Ralph Troge, Principal, Woodrow Wilson Junior High School, San Diego

OUR nation is in mourning,
The president has died!
Old Glory flies at half-staff,
In somber silent pride.

He gave to all the peoples,
Both rich and poor alike
The hope of peace and freedom,
To guide the world aright.

No race or creed or color
Was left outside his plan,
To make the world a better place
For all the kin of man.

But now his voice is silent,
His kindly face is gone;
And yet, we have his spirit
To lead us ever on.

The victory he made certain
In air, on land and sea
Is our charge, to carry on
For all posterity.

* * *

Franklin Roosevelt

Burt Heaton, Teacher of Biology and Agriculture, Clear Lake Union High School, Lakeport

FROM east, from south, from north, from west

Sad echoes stir my troubled breast;
From Iceland's sea to Quito's height
Where Phoebus reigns in chariot bright;
From Kremlin walls, from London towers,
From homes of kings, from cottage bowers
There comes a saddened note of gloom
As mourning dove, as waning moon —
He's dead!

But fast across this sea of doom
There breaks a light — prophetic boon!
For God is good and hath revealed
Man's spirit lives; it can't be sealed
Within the tomb. The good in life
Moves on in truth, condemning strife,
Enriching man, removing chains.
Our President's good; his spirit reigns —
He lives!

* * *

Teachers are cordially invited to contribute, to our fall issues, notes and comments concerning their summer activities. September issue goes to press August 15. — Ed.

A TRIBUTE TO F.D.R.

A PRESIDENT OF PRESIDENTS

Ted Edward Gordon, Teacher of English and Journalism, Bell Junior-Senior High School, Los Angeles City School System

HE was an uncommon man — this friend of the common man.

He died at five minutes to Victory-in-Europe, but in both V-I-C-T-O-R-Y and in E-U-R-O-P-E (and also in W-O-R-L-D) the "R" rings out for R-O-O-S-E-V-E-L-T.

He was not afraid of fear itself, for he had faced, fought, and conquered it.

He was born to wealth and position, but surmounted these handicaps to win the admiration of the world for what he himself made of himself.

He had a smile, a handshake, a voice to remember — a smile as warming as sunshine, a handshake as strong as his soul, a voice as pleasant as a refreshing melody.

He loved so many things — the sea, a dog, Christmas carols, crippled children, a whodunit, family-get-togethers, fishing, stamp-collecting, motion-pictures, a felicitous phrase, far places, new faces, the home countryside.

He was a democrat both with a capital and with a small letter — the leader of the Democratic party and the inspiration of democratic peoples.

He gave heart to the disheartened "casualties of the depression" and became a beacon to victims of foreign oppression.

He was a citizen of the world, an architect of humanity, a pacemaker among peacemakers.

He was, like Lincoln, a casualty of war — but not before he, too, had proclaimed emancipation of the oppressed.

He had his finger on the pulse of democracy and tenderly, kindly, encouragingly coaxed Freedom's flagging strength into renewed vigor.

He stocked the arsenal of democracy and gave from its largesse to the needy nations of the world.

He was a Good Neighbor to the

world and its peoples, whatever their race, color, creed.

He had his faults and frailties, but they served only to flavor his zestful personality.

He was bound, physically, to move slowly and painfully; but, mentally, he was a hop-step-jump ahead of his generation.

He has left the Big Three who have sought peace for the future — Roosevelt, Churchill, Stalin — to become one of the Big Three peacemakers of the past — Roosevelt, Wilson, and Lincoln.

He has found the enduring peace in death which we have yet to attain in life.

He was a President of Presidents, a Presidents' President.

* * *

He Turned at the Crossroads

Odus L. Morgan, San Diego*

HE turned at the Crossroads
He paused, looked ahead and pointed.
God beckoned and he answered the call.
Nations, sovereigns, and common clay trail
at these crossroads.

He has shown the way to Everlasting Peace
Where man goes forth with man
Not in battle, but in shaping the destiny of
the World.

Franklin Delano Roosevelt has passed to his
Eternal Reward.

As the storm reaches its climax, the sun
shines in the distance.

The United Nations, for which he gave his
life, will live on.

Unity under God cannot fail.

Soon the sands of home beaches will crawl
slowly upon the bottoms of returning
ships.

God's World moves on, a better place
because he lived and that for which he
gave the last full measure of devotion
lives.

* Chairman, Typewriting Division, San Diego Vocational School.

Presenting Helen F. Holt

ALAMEDA Grade Teachers Club is presenting Miss Helen F. Holt of Alameda as a candidate for the Executive Committee, National Education



Helen F. Holt of Alameda

Association, at the next annual meeting of that association.

We feel that Miss Holt is highly qualified to serve as a member of the Executive Committee, because of her long participation in organization affairs, not only locally but nationally.

An Honored Representative

Miss Holt began her service as President of the Alameda Grade Teachers Club. She has since served as the first president of the Classroom Department, Bay Section, which she helped to organize; as NEA State Director, 1938-39; and as president of National League of Teachers Association, 1941-43.

She now has the honor to represent California on the National Commission for the Defense of Democracy Through Education—she is representing Dr. Donald Du Shane on the Liaison Committee during the meeting of the World Security Conference in San Francisco.

She also is serving in an advisory capacity on the NEA Legislative Committee and as Chairman (6th District) in the campaign for Federal Aid.

She is First Vice-president of Delta Kappa Gamma, State of California.

We believe her success in these offices,

as well as her willingness to assume the obligations, has demonstrated her ability for leadership and should qualify her for the responsibility and honor of being a member of the Executive Committee.

Margaret C. Donovan, President
Merle Boyce, Vice-president
Mrs. Alma Mulkey, Secretary
Mrs. Helen Murphy, Treasurer
Musa Snyder
Mrs. Muriel Musser
Mary Jackson
Asenath Rutland
Mrs. Marjorie Lundy
Mrs. Mabel Kollmyer
Wilma Nicholson

California Poppies

Ethel S. Miller, Teacher, Weber Elementary School, Stockton

MY poppies all wore funny caps
Of palest softest green,
And just before they opened up
No gold at all was seen.
But when I wakened with the light
And got out of my bed,
Something had happened in the night
To every golden head.
Each little cap of green was gone,
From poppies shining bright;
I wonder if a fairy came
And pulled them off last night?

STATEMENT ON RETIREMENT

CTA Retirement Committee, Louise Beyer Gridley, Chairman

SINCE there has been some confusion and some misunderstanding concerning contributions for prior service, we have asked Mr. Ralph Nelson, Actuary for the State Teachers Retirement System, to make a statement concerning the matter.

Mr. Nelson's statement is:

Questions have arisen about the status of out-of-State service under the State Teachers Retirement System, and also about service rendered prior to July 1, 1944, whether in or out of California, and contributions thereon. The explanations follow:

1. Sections 14449 to 14452 of the Teachers Retirement Law fix the status of out-of-State service. Military service covered by Section 14449, is considered as being rendered in California if the member, prior to entering that service, was last employed in a position requisite for membership in the System, in California. Exchange service also is considered as being in the same status as service rendered in California.

2. To receive credit for out-of-State service not included in the preceding paragraph, a person must have been a member of the Teachers Retirement System on June 30, 1944. Section 14452 sets forth the categories of out-of-State service which may be credited, subject to such membership.

3. Contributions on credited out-of-State service are required at the rate of \$12 per year for each year of service prior to July 1, 1935, not to exceed 30 years, and \$24 per year for each year of service from July 1, 1935, to June 30, 1944.

No out-of-State service rendered after June 30, 1944, except as explained in item

1, can be credited under the System, and consequently the \$60 per year Permanent Fund contributions do not apply to it.

4. Interest at the rate of 5% per year, not compounded, is required, from the original due date until paid, on all contributions based on out-of-State service rendered on or after January 1, 1914, the date upon which contributions to the Teachers Retirement System started.

This interest merely places contributions which were not made to the System because the service was outside the State, on the same basis as contributions which were made to the System by persons teaching at the same time in California. Contributions so contributed by California teachers, were invested, and earned interest, compounded annually.

5. All service rendered in California, prior to July 1, 1944, is credited under the Retirement System, provided it falls in the categories set forth in Sections 14442 to 14448, both inclusive. This includes all "teaching service" in public schools, and certain special service.

Contributions are required on such service in accordance with the schedule set forth in item 3 preceding. No interest is required on such contributions, unless the person was under claimed exemption, or was excluded from membership because of being a member of another Retirement System.

6. Contributions in arrears at retirement, together with any interest thereon, will be deducted from the retirement allowance at the rate of \$15 per month if retirement is for service, with at least 30 years of service, or \$12 per month if retirement is for disability, with less than 30 years of service. The balance of the arrears may be paid directly to the Retirement office, in a lump sum or installments prior to or after retirement.

FRUSTRATION, AH FRUSTRATION!

Walter E. Jones, Supervisor of Attendance, San Bernardino City Schools

A Song of The Attendance Supervisor

JOHNNY has been absent from school again.
We are attendance supervisors.
We are also referred to by many misnomers.
Among them are Hooky Cop and Truant Officer.
Our job is trouble-shooting.
Therefore we have many chronically unsolved problems.
The chief occupational disease is frustration.

Johnny has been absent from school again.
We are legal wizards:
The school law reads . . .
The Education Code provides . . .
The Labor Code requires . . .
The requested exemption is impossible because . . .
But soon we hear the same refrain:
Johnny has been absent from school again.
Frustration creeps in on little cat feet.

Johnny has been absent from school again.
We are counselors:
The welfare of the child requires . . .
One cannot solve problems by running away from them . . .
All of us have to assume responsibilities . . .
To be good citizens we must remember . . .
But if parent and child do not cooperate,
Beware! It is easy to fall into frustration.

Johnny has been absent from school again.
There are among us authoritarians
Who strut and bluster and flash gold stars.
By threat of force alone
They expect to solve their problems.
They try to frighten the laggards into good citizenship.
This antagonizes parents and makes children resentful.
The authoritarians only close the door in their own faces.
Then they batter their heads against the door and wonder why
That procedure leads but to frustration.

Johnny has been absent from school again.
With parents we are veritable Mr. Anthonys.
"Now, Madam, my advice to you is . . ."
These folk need a reminder of their parental responsibility.
The spirit is willing, but the flesh is weak.
They square their shoulders and make an effort.
But often we see our achievements fade.
It could lead to frustration.

Johnny has been absent from school again.
We know. We are working on it.
But we don't expect to accomplish miracles overnight.
We know that there are problem families
And not problem children only.
We know that problems long in the making
Are not solved in a day.
Adjustment is the keynote of our program.
Johnny has been absent from school again.
We know, but we aren't victims of frustration.

A word of appreciation is expressed by the author to Miss Eva A. Riecka, a good friend and an expert administrator.

Letter from England

The English-Speaking Union
Dartmouth House
37 Charles Street, Berkeley Square, London W.1
Patron: His Majesty the King
President: The Rt. Hon. The Viscount Cranborne
Founder: Sir Evelyn Wrench, C.M.G.
Chairman:
The Honble. Mrs. Alfred Lyttleton, G.B.E.

Editor:

I am writing on behalf of the Youth Committee of the English-Speaking Union to thank you most warmly for all the assistance you have given to Miss Grace L. Dorey of the California Branch of the English-Speaking Union in procuring some of the books on American Education we needed so badly.

The three books published by the Educational Policies Commission —

Education and Economic Well-being in American Democracy,

The Structure and Administration of Education in American Democracy,

The Purposes of Education in American Democracy,

have now arrived and have been placed on the shelf labelled American Education — hitherto blank — in our new lending library, together with 5 more books presented by Mrs. J. D. Grant.

These books will be invaluable to British teachers and to students in Teachers Training Colleges, especially at the present time when we are reconstructing our whole system under the Butler Act.

Our young people are showing more interest than ever before in everything concerned with Education. Perhaps they have picked this up from the American soldiers stationed in their midst! Every time we have one of our Wednesday night discussions at Dartmouth House — attended by American, Dominion and British servicemen and by British girls of a similar age — every topic, from Housing to the Four Freedoms, gets back to Education sooner or later.

We receive large numbers of requests from American servicemen — many of them teachers in private life — to be put in touch with every type of British school, from Eton and Harrow down to the battered and bombed elementary schools in the London area.

They usually get invited to a meal, and before they know where they are, find themselves giving a talk to the whole school on American Education. As one of them said to me only last week, "This is just swell. I see I could have a full programme, of the greatest possible interest, if only the Army didn't take up so much of my time!"

I apologize for this long letter, but I felt I just had to tell you a little about the splendid work your teachers in battle-dress are doing over here in their spare time.

Yours sincerely,
L. K. Scott,
(Mrs.) L. K. SCOTT,
Public Relations Officer.

CLASSROOM TEACHERS

CTA CLASSROOM TEACHERS DEPARTMENT, NORTH COAST SECTION

Mrs. Verna M. Moran, Loleta, President

CCLASSROOM teachers, we're important people! And growing more so, for we are becoming scarce, and may, perhaps, even become extinct! To many of us that is such a novel thought that we must of necessity pinch ourselves to see if it is really we, and that we really are awake!

Registration in teacher training institutions has dropped and dropped since our entry into the war. Now, is falling upon our shoulders the task of making our profession more interesting, not from the teaching angle—for that is ever interesting and stimulating—but from a financial one, to the youth of our nation.

We, the present-day teachers, must be willing and ready to fight the battle of the future. The battle for such things as good salaries, security—tenure for the small school and health insurance for all. We must work toward a single salary plan, so those of our group who have spent a longer time in preparation and are even better prepared for their life work than you and I, may receive recognition of it in the salary scale. We must be willing to fight for the rights of teachers in other states, by financial aid, if necessary, or by aid in the enactment of a Federal plan whereby there may be an equalization of opportunities.

Inter-racial Friendship

We believe "all men are created equal"—for ourselves and our friends—but as yet we haven't done much for our teacher friends of the colored race. Perhaps that can be done only through national legislation, but it should be done. The differentiation in salaries of white and black draws a very decided color line which we must, through education of ourselves and the public, eradicate.

Just recently I have heard that a California county refused a Chinese the right to purchase property in the county seat. I've

heard, too, that some people in that county pride themselves that "no Oriental will be tolerated!" Such an attitude might have been forgivable in the Dark Ages of 1849—but is it compatible with 1945? Surely, the teachers must do something to override such an outdated idea. As teachers don't you feel a responsibility? Have we not failed somewhere to drive home that all persons born or naturalized are citizens of our great land?

We are fighting the Japs and the Germans and the ideologies for which they stand. We have adequate grounds for our emotions, but do we desire hate to win the peace? If so, will such a peace be just, or permanent?

Teach Tolerance

Fellow teachers, we have a job to do right in our own communities. We, the teachers, and the future teachers as well, must sincerely believe in tolerance, and then go, as the disciples of old, and teach the doctrine. Where better can ideas of tolerance spring than from our schools—from lowest grade throughout the entire learning process? Isn't there a place for a liberal course in tolerance in our teacher training institutions? Until we are willing and able to instil "live and let live" all our noblest

Verna M. Moran, President



aspirations toward a lasting peace will be but the tinkling of cymbals.

HAVE you studied yourself lately in your attitudes toward your professional organizations. Perhaps you are always 100% behind the teachers' organizations of defense, our California Teachers Association and our National Educational Association. If you are professional-minded—are all of your friends likewise? If not, what can you do to create in them the desire to support these two very worthwhile groups?

There are still far too many teachers who coast along on the other fellow's work—who reap the benefits without a thought of the effort needed to create those benefits.

Why not try a bit of missionary work on those and surprise our hard-working secretary, Mrs. Alma Thompson, with a shower of checks? Through her hard work the North Coast Section has more members than ever before in its history. Even at that there are still those who contribute nothing—except whispers at Institutes!

Can you make them see that it's their organization, too? Will you try? If each and every one of us would constitute himself a "one-man army" we could shortly become a 100% organization.

Then there is the lukewarm professional minded who joins the organizations all right, and does give financial support, but what about spiritual support as well? Why not stay for the CTA meetings scheduled for Institute and hear of the work being done? Your officers would be overjoyed not to see the regular migration to other spots that begins once the meeting is announced.

Our CTA is a progressive and expanding organization, and at present is working upon a plan to bring greater service, and a closer contact with, each teacher in the entire organization. It is making its post-war plans now, plans that will cost you, the members, more, but from which you will receive greater returns upon your investment.

Services and Dues

Last Fall a committee on Services and Dues was created with a twofold purpose—to study an expanded plan of services for the CTA, and to recommend the increased dues necessary for furnishing such services. There will be illuminating articles in the Sierra Educational News explaining just what it is all about. Let's study the plan and give it real thought.

Gasoline rationing and the burden of school work make it an impossibility to hold meetings in the various parts of the North Coast Section. Why couldn't smaller groups—you and your friends, for example—meet together and discuss matters of impor-

tance, not only school matters but those of national import?

OUR nation needs us and our awareness to back it up and help make the events of today and the history of tomorrow familiar to the present-day youth. We are seeing the birth of history! Let's grasp the drama of that and instill it into the minds and hearts of the children of America. It is their heritage.

Isn't it a tremendous challenge to us? Isn't it stimulating and doesn't it make you feel the need of Divine help in guiding these future voters of America?

May you turn your faces toward the challenge with heads high and a great determination to do your part to the utmost.

* * *

Aviation Readers

THE MacMillan Company has issued a set of six Aviation Readers, complementing the basal reading course and preparing children to live in an air age.

The technical content has been checked by aeronautical experts, and the vocabulary of each book is carefully controlled. The Aviation Readers cover the entire field of aviation and provide an excellent literary background for our air-minded generation.

Announcement of the initial volumes for grades 1 and 2 appeared in our December 1944 issue, page 30. The complete series is as follows:

- | | |
|--|--------|
| Grade 1. Straight up — by Henry B. Lent; story of helicopter..... | \$.72 |
| Grade 2. Straight Down — by Lent; story of blimps and parachutes and of a boy who overcame his fear of flying | .72 |
| Grade 3. Planes for Boy and Andy — by Huber, Salisbury, and Gates; story of growth of aviation between two World Wars..... | 1.12 |
| Grade 4. Airplanes at Work — by Gertrude Whipple; narratives about wartime and peacetime uses of planes | 1.00 |
| Grade 5. The men who gave us wings — by Rose N. Cohen; history of aviation through a series of interesting biographies | 1.08 |
| Grade 6. Aviation Science for Boys and Girls — by Charles K. Arey; simplified treatment of principles of flight | 1.12 |

This series — the only complete and properly graded series at the elementary school level — offers a well-rounded program of reading and study about airplanes and aviation. The books are written by authors who were selected for their storytelling ability, especially their familiarity with the peculiar requirements of writing for young children.

CLASSROOM CONFERENCE

SOUTHWESTERN REGIONAL NEA CONFERENCE

SOUTHWESTERN Regional Conference of NEA Department of Classroom Teachers was held at Huntington Hotel in Pasadena on April 6 and 7. The Conference was under the direction of Dr. Robert J. Hannelly, of Phoenix, Arizona, Southwestern Regional Director. Mary Virginia Morris, of Los Angeles, National Vice-President of the Department of Classroom, was in charge of arrangements.

Arizona, California, Colorado, Nevada, New Mexico and Utah comprise the Southwestern Region. Representatives from 5 States attended the Conference.

The conference began with a get-acquainted dinner. Dr. Robert J. Hannelly was the speaker and his topic was Education in Post-War Germany. The dinner was followed by a reception given by the Executive Board of the Department of Classroom Teachers, Southern Section, California Teachers Association.

Through the courtesy of Mabel Oakes, president of Pasadena Teachers Association, students of Pasadena

Junior College provided delightful music for the meetings.

The following program was presented on April 7:

9:00 a.m. — Tenure in the Southwest — Robert J. Hannelly, Phoenix, Arizona.

9:30 a.m. — Educational Organizations — James Hall, Denver, Colorado.

10:00 a.m. — Unified Dues — Robert C. Gillingham, Compton, California.

10:45 a.m. — Why Belong to the NEA? — Mildred Klaus, Reno, Nevada.

11:15 a.m. — Federal Aid — Winona Montgomery, Phoenix, Arizona.

12:00 Noon — Luncheon.

1:30 p.m. — Education and The People's Peace — Dr. John A. Sexton, Pasadena, California.

2:30 p.m. — The Teacher In Politics — Harold W. Kingsley, Los Angeles, California.

4:00 p.m. — Summary and Adjournment.

After each of these splendid talks there was time for discussion of these vital topics.

Dr. Hannelly's only regret about the Conference was that he was forced by government regulations to keep it a small one.

After the adjournment the local club leaders of Southern California entertained the visiting guests at a broadcast and dinner in Hollywood.

English in Action

D. C. HEATH and Company, 285 Columbus Avenue, Boston 16, have brought out the 4th edition of Tressler's successful 4-book series, English in Action, for grades 9 to 12.

The teachers manual includes a syllabus for normal and slow groups. In the 4th edition of this widely known and used series, added emphasis has been placed on those language activities vitally important in wartime and peacetime. These 4 courses stimulate pupils to attack zestfully the job of mastering language skills and guides them in their work. The author is head of the English Department, Richmond Hill High School, New York City.

Prices, Books 1 and 2, \$1.28 each; Books 3 and 4, \$1.36 each.

Handwriting in Action

By the Zaner-Bloser Company, Columbus, Ohio; 40 pages; single copies, 40c, postpaid; by the dozen, 28c each.

AN entirely new approach to the subject of handwriting for the intermediate grades has been made by means of a workbook covering one complete school year.

The material is based on good muscular movement procedures and is designed to integrate with all subjects in grades 6-9 inclusive. Excellent facilities are provided for measuring the progress of each pupil by comparing the work of successive lessons.

The perforated sheets make it possible to remove each page as it is written. In this way every page of material in the book is used. The final page provides an excellent specimen copy for pupils who wish to submit work for handwriting certificates.

ADVENTURES WITH BEAUTY

Gladys R. Zook, Teacher, Sixth Grade, Washington School, San Bernardino

HOW many times teachers have cried out in their souls for new, novel, and effective teaching aids, aids not for reading skills and arithmetic, but for the esthetic portions of the curriculum, for the appreciation periods, for the creative hours. Last year I developed, quite by accident, a method which found much favor with pupils, teachers, and supervisors.

This teaching device should not have been unusual, but eventually it was. It was merely using flower arrangements with suitable figurines to illustrate literature, to fix in mind a haunting melody in music appreciation, to provide material for creative writing, to develop a "seeing" eye for beauty, to increase interest in attractive table decorations, to evaluate flower arrangements, to provide subjects for still life art lessons. The possibilities are endless.

True, a small outlay of money is necessary, for a few well chosen low bowls and an assortment of figurines are needed. But teachers spend long hours in their classrooms and these rooms will be more livable for teacher as well as pupil if they are attractive. The lift to the teacher's own inner being will be worth the price, and the cost is unnoticed if spread over a period of time — a figurine purchased here and there, now and then. Two or three children and two or three animals are essential.

Our first experience was in preparation for Public Schools Week. I took to school my brown hand-carved wooden figures of Don Quixote and Sancho and presented them to my 6th grade in a simple table arrangement before a dull green hanging. Not only did this arouse interest in the famous story, as was planned, but the class raised the question, "Can we name our other table arrangements?" "Could you?" thought I, and an idea was born.

The few figurines available were considered, and then one boy suggested, "Those wooden Chinese trans-

portation figures should go with *When the Typhoon Blows*." A girl offered to bring some iris because "they look Chinesey." The iris were arranged in a low brass bowl with some small enameled figures at the base, and the wooden figures extending in a long line from the bowl across the table. It did not require much imagination to see China moving ahead of the Japs.

This led to other arrangements and interest was high. One day I took a South Sea Island boy to school. One of the slower Mexican boys revealed his interest in the words, "Are you going to name heem?" I asked, "Do you think we should?" The response was instantaneous, "Oh, yes. He ees the boy who went off in hees boat with hees dog." From then every flower arrangement had to have a figurine and be named.

Music and Art

Then came National Music Week, when the sixth grade volunteered to set up arrangements in the hall, each one to illustrate some piece for music appreciation. The results were amazing, and the wonder and appreciation of even the smallest ones as they viewed them in the hall were refreshing. (This work is written in detail under the heading "Still Life and Living Music.")

By the time summer arrived, I was searching for new figurines, for I had been asked to conduct a workshop at a nearby university in "Children's Literature." Summer flowers are not the same as spring flowers, but the figurines were the same. This provided an opportunity to try out new ideas, to discover that several arrangements are possible for any one idea.

Some of the books not already mentioned and their illustrations used at this time were:

Call It Courage — The South Sea Island Boy stood before a single group of orange canna blossoms, banked by dark red canna leaves.

Just David — A chubby Hummel figure in cream color played his violin before a fan-shaped arrangement of pink gladiolas.

Bambi appeared in a different guise, standing before a group of three bunches of pine-needles, his orange color repeated in the tiny pine cones at the base of the branches.

Waterless Mountain needed only a few cedar branches and bright rocks behind a Navajo woman seated at her loom.

The Missing Kachina was illustrated by a simple arrangement of cattails, wild rubarb, and teasel, in front of which stood a small Hopi kachina painted in orange and turquoise.

The Silver Shell needed only a colorful abalone shell with a windblown boy and girl to give the effect.

The Secret Garden utilized the Hansel and Gretel figures which were trimmed in blue and yellow. These stood before an arrangement of yellow coreopsis in a blue Mexican bowl.

Made in China substituted for *When the Typhoon Blows* and used only the enameled figures.

On the Dark of the Moon made use of a carefree colored boy with turned up toes, merry whistle, and bundle of laundry on his head. He fitted several flower arrangements, but was finally placed with a potted vine to show a simple arrangement.

When school opened the next fall, the first arrangement was an illustration of *Call It Courage*. This time the boy from the South Pacific, whom we named Mafatu, stood amid an attractive arrangement of colorful shells.

The first language papers of the fall sounded as if they had been written by 3rd instead of 6th graders. For practice in sentence composition, the class chose to describe the scene. First different members of the class suggested sentences about the arrangement. After these had been listed, the class cooperated in improving them. When it was finished one boy looked up and said, "Gee, that's pretty now."

Harmony of Color

The next arrangement was only slightly different, — petunias in shades of purple in a pink-lined conch-shell and a graceful crane in front of a lavender sea feather. The class suggested the arrangement and decided the harmony of color was responsible for its beauty. A neatly printed card, "Have you had fun at the seashore?" advertised the seashore books, *Holiday Shore*, *Seashore Life*, *Green Gate to the Sea*, and *Silver Shell*. This time the individual para-

graphs describing the scene showed marked improvement. The class asked to be allowed to write on that topic.

From time to time the arrangements have been used as subjects for still life drawing.

THE possibilities are endless. Any teacher who will launch out into this kind of work will find increased interest in keeping her room attractive, will find her class more conscious of and more interested in beauty, and more responsive to music and literature. Life in the classroom will again be worth living for it will have received meaningful and beautiful setting.

* * *

Safety Precautions

Beverly Ann Graham, Age 11; Pupil, 5th Grade, Scotts Valley Union Elementary School, Santa Cruz County

WE always stop, look, and listen
Before we cross the street.
We never run past the corner —
A street-car we might meet.
We never play with matches
Around a tank of gas,
Or else we might become
A mighty flaming mass.
All bottles without labels
And those with skull and bones,
Guns and shells and dynamite
We "fence" in danger zones.
Precaution is our watchword
While working or at play —
Precaution and not chances
Is the only safety way.

Sent to us by Edith E. Fikes, County Superintendent. — Ed.

* * *

Teacher Supply Crisis

RAY C. MAUL, Registrar and Placement Officer, State Teachers College, Emporia, Kansas, has completed and published a comprehensive study of teacher supply and demand in the north central area of the United States.

The teacher supply situation is alarming. The crisis is acute. Mr. Maul's factual presentation emphasizes the extreme gravity of this problem throughout the nation.

The quality of teaching, he states, is at its lowest ebb since World War I and the depletion of student-bodies in teacher-training institutions bodes ill for some years to come.

His study reveals startling facts concerning present wide-spread substandard certification

Blee of Bishop

ROBERT H. BLEE, principal of Bishop Union High School, Inyo County, is retiring at the end of this year, to enjoy life on his ranch at Banning.

Mr. Blee has had an interesting experience as a teacher in California. He was

Robert H. Blee



graduated from Occidental College in 1907. During the next three years he worked in Death Valley, then entered Stanford University for a year of graduate work.

In 1911, he began his teaching experience

in a tent at Glenn County High School, Willows, where the late Sam Chaney was superintendent. The next year, he became principal of Banning High School, where he remained for 6 years.

In 1918, he went to Puente as district superintendent of high and elementary schools. After 15 years at Puente, he resigned and accepted the principalship of Bishop High School where he has done outstanding work for the past 12 years.

During many years of his service in Southern California, he has been a member of the State Council of Education.

* * *

Dr. Richard Barnes Kennan, for some years executive secretary of Maine Teachers Association, with headquarters at Augusta, has now become associate director of Commission for the Defense of Democracy Through Education, National Education Association, Washington, D. C.

* * *

To Ernie Pyle

Laura Bell Everett, Oroville

YOU shared the burdens others bore,
Your sympathy the key
That opened the warm, variant heart
Of our humanity
In loving kindness. You have given
Yourself to make men free.

GASOLINE AND TIRES

Virgil C. Stevens, Coach, Monrovia-Arcadia-Duarte High School, Los Angeles County

FOR two years now there supposedly have been no school buses used to transport students to and from athletic contests. This has been the case because tires and gasoline were to be conserved.

A considerable number of us coaches, while still not questioning the decision, are a little curious about the situation. Did the authorities expect inter-scholastic athletics to be discontinued? If they did, something has slipped because athletic contests are certainly continuing.

Also, did the authorities believe inter-school athletics unnecessary? Here again if the answer is affirmative, a large contingent of people would decree that something or someone had slipped.

A short book could easily be written and attested by our highest military leaders on

the benefits derived from teamwork developed during inter-school athletic contests, and its value during wartime.

So we must grant that inter-school athletic contests should be continued. The answer to how the boys and coaches are getting to their games is obviously by private automobile. Now let us consider the economy of the present use of private cars to the use of the school bus. Suppose team "X" is playing team "Y" which is 15 miles distant. To transport the 35 boys on the football squad, for instance, would take at least 7 private cars. Five boys and their suits to a car equals 35. At 15 miles per gallon each car would consume two gallons or a total of 14 gallons for the day. It is a poor school bus that cannot go 30 miles on less than 14 gallons of gasoline. Rubber is scarce, yet here we find 28 tires being used to conserve four.

This conservation measure would, to all appearance, seem to be running in reverse.

WE HELP MEXICANS

PAN-AMERICANISM IN PRACTICE

*Mrs. Ruth S. Thomas, PhD, Dean of Girls, Assistant Director of Guidance,
and Head of Spanish Department, Chico High School*

VERY soon northbound trains will be bringing another influx of Mexican nationals to California to alleviate the great manpower shortage in agricultural harvests, and following in the wake of their arrival many schools will witness conversations like this:

"Good evening, tearchair. Eet ees fine evening, no?"

"Good evening, Felipe. How are you tonight? Did you work hard today?"

"Ay em jost fine, senorita. Mach work today." All this in a hesitant, somewhat bashful manner, a broad smile upon Felipe's face at his success in being able to say "somtheeng" in English.

Behind him comes Guadalupe with a shuffling gait and a wistful appearance, which is explained when, in response to the teacher's greeting, he sadly states, "Ay no work today. Ay go to dentista." Thereupon Lupe opens his mouth widely and points to a tooth which has apparently been in need of medical attention.

And thus, demonstrating mingled pleasure and embarrassment at speaking in a foreign tongue, the Mexican nationals are ready to begin another evening's study of English.

Farm Laborers

It was back in September, 1942, that arrangements were finally completed between the governments of Mexico and the United States, permitting the entry of Mexican farm-laborers into our country. At that time a critical labor shortage was imminent, and with the situation becoming increasingly difficult, these workers were to become a vital link in our food production program. They were met at the border by Farm Security Administration (now WFA) representatives, and assigned to localities where they were most needed.

To some of the laborers the change from the almost 8,000-foot elevation of the central Mexican plateau to the near-sea-level conditions of their new surroundings, was

somewhat disturbing. Although they had been rather carefully selected for physical well-being, and although they were all possessed of some farm background, nonetheless a new locality, a different type of work, and frequently a complete change in diet, worked havoc for the first few days.

On some ranches the nationals were provided with living accommodations and permitted to prepare their own meals; at other places they were established in camps and charged an approved amount for their board. The men in our vicinity were paid 60 cents an hour that first year, with 10% of their wages going to the Mexican government to be held in trust for them and given to them upon their return home. \$1.50 per day was deducted for meals provided by the American employer.

Quite Satisfactory

In many instances the men were reported to be slow workers at first, but before long they made the necessary adjustments, and in the majority of cases proved themselves to be quite satisfactory. Within a short time they were making the trip from farms and ranches to the neighboring communities on Saturday nights to do their shopping, and again on Sundays to see the town and perhaps take in a show. Here they were at a great disadvantage because so few of them could speak English. In one group of 60 there were only 2 who knew English, and those 2 were none too proficient.

One group of Mexicans who were working near Chico struck up an acquaintance with a former high school student, a boy of Mexican descent, to whom they complained of their lack of ability to speak and understand our language. As a result, the first organized classroom instruction for Mexican nationals was undertaken at the Chico Evening High School on October 20.

You would have enjoyed watching them enter the classroom that evening, eager, enthusiastic, faces beaming with anticipation, and eyes sparkling in the typically Latin manner as they greeted their new "maestra."

Most of the men were in their early twenties; a few were older, with family responsibilities. Their years of schooling in Mexico varied from those who had no school attendance to those who had three or four years. The majority of them were able to read and write, albeit laboriously,

their native Spanish. They were all extremely attentive. Repetition of words given them orally was fairly easy, but reading, with our complicated system of spelling, was far from simple.

In order to facilitate matters as much as possible, and realizing their great need to acquire a speaking vocabulary, the teacher gave them English expressions "a la española." For instance, "Jau mach" would immediately be read by them as "How much," and "Ay em sic" was easy to pronounce correctly. This system seemed to inspire even the most timid, and queries of "How do you say this in English?" began to come thick and fast.

THEIR two most urgent problems were the buying of clothes and food. Grammar per se was eliminated in favor of practical conversation. They laboriously practiced the numbers and also the monetary system. Some of the younger men were eager to learn how to order ice cream sundaes and the like, and one young chap insisted that he wanted to learn to say "Beefsteak and French fried potatoes!"

Occasionally students from the high school Spanish classes came to converse with the group, and some of our local boys gained real proficiency in Spanish conversation. In the summer of 1943, one of the Mexicans stationed at the Chico Camp was a rural schoolteacher. He played the guitar beautifully, and, with a group of his countrymen who sang unusually well, presented a very entertaining program of music for the high school student body.

Last summer a physical education instructor from Acambaro, Guanajuato, was among the 400 at the Camp. He organized baseball for the men, but some of them resented playing softball, which they regarded as purely a girls game. They changed their minds, however, when they attended softball games played between a team from Chico Airfield and Diamond Match Company employees.

Impressive Teamwork

Several of the Mexicans who were interested in sports witnessed one of the high school football games, where they were greatly impressed with the teamwork, not only of the 11 on the field, but of the yell-leaders, the band, and the splendid response of the cheering section. Antonio Loeza, the physical education teacher, said to me later, "This has been a wonderful opportunity for our men to learn why your country strides ahead as it does. It is due to the enthusiasm with which your young people organize and carry out their school activities."

I have been told that some of our California schools have refused to permit instruction of the Mexicans, nor would they

allow the use of the buildings for any project which concerned them. Fortunately such schools are in the minority. I have seen innumerable illustrations of the great respect which these nationals have for our schools and their teachers.

As I entered the room each evening to begin the classwork, those who were already there always arose to greet me courteously. Similarly, they always arose to pay deference to any interested person who came to visit the class. At the conclusion of my first evening with them, I said in English, "The class is over. Good night," and was surprised when no one moved. I tried again, "You will go home now. Good night!" Whereupon a few started getting up, realizing what I was saying. The others immediately called them back, with that "P-s-t" which everyone who has lived in a Latin-American country recognizes. It was then I realized that courtesy decreed I should leave the room first!

You will be interested in this incident. One evening shortly after I had heard that some schools did not permit Mexican classes lest school property might suffer therefrom, I counted the pencils before distributing them. It so happened that at the end of the hour I was occupied and neglected to ask for their return, yet as each man left the room, he put the borrowed property on my desk. When I counted them later, every single pencil had been returned!

I CANNOT emphasize the gratitude which is expressed by those who attend classes. Long after they have returned to Mexico, scenic postcards of their homeland and letters of appreciation are mailed to "teechair." If we truly attempt to know and understand these Mexican nationals, and offer them the proper kind of educational facilities, we shall instill in them high standards of esteem for our American life and our country's aims. One evening we were naming the objects in the room when Guillermo inquired, "Why are there 13 stripes in the flag?" The topic for the ensuing quarter hour—mostly in Spanish, I'll admit—was a lively discussion of the history of the American and Mexican flags. By such sharing of mutual experiences, we are fostering an appreciation of our common American heritage which will surely create understanding and maintain peace in the postwar years to come when these men relate to their friends and neighbors at home the story of their days in the USA.

Civic-Minded Chico

Chico is an extremely civic-minded community, where every-one seems willing to cooperate in furthering any worth-while enterprise. The Council of Social Agencies sponsored a social evening for the nationals which proved to be an outstanding demonstration of Pan Americanism in actual

practice. The Catholic Parochial Hall was offered for the occasion, and many local dignitaries attended and gave short talks of welcome to the men. One American's "Viva Mexico!" drew an appreciative shout from the audience, and a representative from the office of the Mexican Consul-General voiced his appreciation of the friendly and fair treatment accorded the men and of the educational opportunities made available to them.

The program was bilingual, announced in English and Spanish. Scheduled to begin at 8, it got under way about 9—hora espanola! Carlos Castillo, one of the workers who had studied English previously, addressed the large audience in part as follows: "Many of us do not speak English, but we are studying it, and hope that we will be able to take back with us to our country a better knowledge of yours. We thank you from the bottom of our hearts for your good neighbor friendship and hope we may some day entertain you in our beloved Mexico."

Independence Day

For the past two seasons, on September 16, the Mexican nationals have invited the community to the Fair Grounds where their Camp is located, for celebrations in honor of their Independence Day. Huge crowds have come both years to be well entertained by a program of music and singing, and always an oration in Spanish on the historical significance of the day, and likewise a tribute to international friendship.

Without a doubt our postwar relations with Mexico will be measured by the contacts these men make while they are here, and by our willingness to extend fraternal good-will. Whether we agree or disagree with our government's policy of bringing them here, the fact remains that they are here, and whatever impressions we give them will be spread a hundredfold throughout Mexico. Let us teach them our language and an understanding of our mode of life. Only then will they be imbued with the true spirit of fraternity between their nation and ours, and we, in turn, will know the joy of being a good neighbor.

* * *

Curriculum Monographs available for distribution in Los Angeles County high schools, a catalog of illustrative units of instruction, course outlines, and directed professional reading materials for aiding high school teachers in improving their professional services, is a 12-page mimeographed bulletin by Reuben R. Palm, director, division of secondary education, Los Angeles County Schools, of which Dr. C. C. Trillingham is superintendent. This excellent, annotated check-list is of great practical value to all high school teachers.

Delinquency Control

LEADERSHIP on a State-wide basis in the prevention of juvenile delinquency and the development of youth protection services is now assured with the announcement that plans have been completed for 6 regional conferences in California during the coming summer months.

The summer workshops have been developed following conferences of representatives from 16 State departments and organizations which have agreed to act as sponsors. These organizations are the California Attorney General's Office, California Youth Authority, State Department of Education, Department of Social Welfare, Department of Public Health, California Peace Officers Association, California Congress of Parents and Teachers, California American Legion, California District Attorneys Association, California Conference of Social Welfare, California School Superintendents Association, Secondary School Principals Association, Supervisors of Attendance and Child Welfare, California Teachers Association, Probation and Parole Officers Association, California War Council.

Local Committees have been organized in each of the 6 areas to develop plans for the workshops and to adapt the State-wide program to meet local needs. A State Program Committee, appointed by the sponsors last October, has made available a general plan which the local committees will modify so that the most serious problems in each area may have immediate consideration.

Six Summer Workshops

The first of the conferences will be held June 14 and 15 at University of California at Berkeley and the five other workshops will follow immediately—at Chico State College on June 18 and 19; San Jose State College, June 20-21; Fresno State College, June 22-23; University of Southern California, June 25-26-27; and San Diego State College on June 28-29.

These conferences are the outgrowth of workshops which have been held every summer since 1941. Under the leadership of Forrest Murdock, chairman of the Special Youth Committee of the California Secondary School Principals Association, the first conference brought together at Stanford University a small but representative group who studied the needs of youth in California and developed profound convictions concerning the need for coordination of community resources.

Members of the State Program Committee are Mrs. Rollin Brown, first vice-president, California Congress of Parents and Teachers; Judge A. F. Bray, Juvenile Court of Contra Costa County; Forrest Murdock, principal, San Jose High School; Captain D. E. Andrew, Sheriff's Office, Los Angeles County; Anita Eldridge, executive secretary of California Conference of Social Welfare. Dr. Charlotte D. Elcott, coordinator, Child Welfare Council, Santa Barbara, is serving as chairman of the committee, with Heman G. Stark, chief, division of field service, California Youth Authority, as secretary.

EDUCATORS SERVE

T/S Elbert E. Garcia, Section B, 3035th AAFBU, Victorville, San Bernardino County

WHEN Uncle Sam sat down to think over the perplexing problems of organizing the Army Air Forces Training schools, his biggest problem was the selection of adequately-trained teaching personnel.

Men teachers have played an important part in the organization and planning of Army technical, academic, and basic courses. In the mobilization of our Armed Forces, training schools had to be set up in a minimum amount of time. The curriculum, course outlines, lesson plans, and work sheets were not available when Uncle Sam put his educational machinery into high gear. This work had to be completed rapidly.

Courses came to the schools in the forms of directives from higher headquarters. This type directive is a brief outline of a concentrated course headquarters deems necessary as part of a cadet's preflight or basic training. When a war-time combat training school operates under the handicap of rapid organization and constantly changing course, it must have skillful teaching personnel. The instructor must be ready to tackle a new course at a moment's notice.

Santa Ana Base

The Santa Ana Army Air Base was the Western Flying Training Command Preflight School for 2½ years. The cadet's arrival there presented him with his first taste of rigid academic training along with other military duties.

He attended classes 5 periods daily. Special courses in physics, mathematics, maps and charts, navigation and recognition were studied in the core curriculum. Other courses were military courtesy, first aid, military hygiene, radio code, and gunnery.

Cadets were also taught survival in the Arctic, Desert, and Tropics. All subjects were taught in the classroom.

Academic instructors at this base were former teachers chosen from elementary schools, secondary schools,

junior colleges, colleges and universities. If you were to visit a classroom and then investigate the instructor's background you would probably have found: a former public-speaking teacher pointing out the military uses of the polyconic projection; a former social-studies teacher flashing silhouettes of enemy planes on a screen in a blacked-out classroom; an art teacher leading a cadet discussion of great circles and rhumb lines; a business teacher instructing cadets on the dangers of malaria and the anopheles mosquito; a former school superintendent putting the pythagorean theorem to practical aviation application; a former history teacher elucidating on the theory of flight; a former music teacher testing on the proper uses of the Lambert or Mercator projection; an English teacher clarifying a four-engine bomber's violation of Newton's law of gravity; a former dramatics teacher lecturing on the principles of airplane and vehicle camouflage; a former typewriting teacher distinguishing between true north, magnetic north, and grid north; a language teacher cautioning cadets on the dangers of polluted jungle water and amoebic dysentery. A supervisor might have been present who holds his administrative credential. These examples, and many more represent the rapid conversion of the teaching profession to war-time production.

When Peace Comes

When peace comes these men will return to the classroom ready to do their part in educating returning veterans. Certainly there will be a strong bond between veteran student and veteran teacher.

At this present writing the Army's biggest and best kept secret of the war is being taught and developed by former teachers who were sent out to advanced-training schools after their preflight job was completed. Since November 1944 a completely new,

highly-specialized, secret, school has been put into operation. These schools are turning out precision-instrument operators whose job it is to defeat Japan. You are reading of their progress in the daily newspapers.

THE terrific pressure for the rapid formation of an efficient fighting force of properly-trained officer-personnel has passed and the men we so hurriedly prepared are meeting the enemy successfully in combat.

Uncle Sam has not, it is true, sent this teaching force overseas, but each instructor has projected himself many times over into active combat in every theater of the war.

Teachers of Combat

Each instructor literally flies every mission and goes down in flame or comes home in fame with each flying officer serving under the Stars and Stripes.

Our entire teaching force of the nation training command is taking a foremost part in this world conflict, justly and sincerely.

* * *

Latin-American Cousins

South American Handbook

Laura B. Everett, Oroville

SOUTH American Handbook, 1944 (21st annual edition), a yearbook and guide to the countries and resources of Southern and Central America, Mexico, and Cuba, edited by Howell Davies (founded upon The Anglo-South-American Handbook of the late W. H. Koebel), published by the Trade and Travel Publications, London; New York agent, H. W. Wilson Company, 950 University Avenue, New York; \$1.25.

Attractively bound in red and gold, this 800-page handy volume is a must for both the stay-at-home and the traveler. One wonders how so much information can be crowded into any fair-sized volume. Many teachers will keep it at hand to check up on those unbelievable statements that crop up in class. Its comparisons of the sizes of countries will illuminate the geography class, and as for those who are really looking South, they should not be without it.

OUTDOOR PLAYGROUND

THE OUTDOOR PLAYGROUND AT THE ELEMENTARY SCHOOL

Wood Glover, Director of Physical Education and Recreation, Burbank City Schools

THE importance of furnishing healthful, modernly-equipped classrooms and buildings has been fully recognized by Boards of Education. It is equally important that healthful, well-equipped, and safe outdoor playground areas be provided for recreation and physical education activities.

Many times it is necessary to choose between the ideal playground and the best one that can be procured from the resources which are available. However, since much of the child's time is spent out of the building, the out-of-doors physical education area is worthy of as much consideration as the classroom.

In addition to the regular physical education period required in most states, the child spends the period that is designated as recess (or play period) out of doors, and also the time before school, during the noon period, and after school in this environment. The average child spends 2-3 hours per day on the school grounds as compared with 3-6 hours in the classroom.

Also, children in the school area in which they live use the playgrounds for longer periods during the summer vacation. It is quite likely that at least half of a child's total time on the school premises is spent on the out-of-doors area.

If all the time spent by children on the playgrounds were considered, the emphasis on reducing the cost of playgrounds would not receive as much consideration as would the emphasis on improving the playgrounds.

Probably the most important factor in any playground is the surface upon which the children play. The surface must be considered not only from the standpoint of suitability for playing the games in which children will participate, but also from the standpoint of physical safety and health. Consideration of these factors is sometimes overlooked, although they are very important in reducing colds either due to wet, muddy feet or to excess dust, which tends to aggravate the nasal membranes. Recent studies in Southern California have shown that the average daily attendance has increased

materially after resurfacing the playground area.

Because of the limited data which is available regarding playground surfaces, it was felt advisable to conduct a brief survey of Southern California School Districts to determine what was being used at the present time, and also what would be ideal for athletic activities generally accepted by elementary schools. A questionnaire was sent to fifty-three physical education supervisors and directors representing as many school districts in the Southern California area. Forty of the fifty-three were returned, indicating the interest in this matter. Table I shows the playground surface used for the various sports.

Table 1 — Surface Used for Games on Elementary Playgrounds in the Southern California Area

Activity	Bare Untreated Ground	Decom- posed Granite	Calcium Chloride	Grass Turf	Bitumi- nous	Gyms	Total
Basketball type	7	1	5	7	17	3	40
Volleyball type	6	1	5	9	16	3	40
Circle Games	7	1	6	11	15		40
Hunting & Chasing Games	10		6	15	9		40
Soccer, Speedball Type	10	1	5	17	7		40
Softball Type	12	1	6	15	6		40
Touch Football Type	12	1	5	16	6		40
Track Activities	15	2	5	12	6		40
	79	8	43	102	82	6	

GEOGRAPHY FOR THE AIR AGE

INTRODUCTION TO GLOBAL GEOGRAPHY

By BERNICE BAXTER and THAD STEVENS

- Presents in easy, interesting fashion a background of information which will assist the junior high school student to understand new global concepts of geography and to apply them.
- Includes chapters on Learning the Language of Maps and Globes, Maps and Map Making, Projections, New Ideas of Distance and Direction.
- Provides outline maps for tracing and abundant exercises leading to an understanding and interpretation of modern maps.
- Ample visual aids — drawings, photographs, figures — further clarify and simplify concepts discussed.

List Price, \$1.92

Harr Wagner Publishing Company

San Francisco

California

It can be seen that the three types of surface most commonly used are grass turf, bituminous and bare ground. The bituminous surface seems to be preferred for such activities as basketball, volley-ball and circle games. Dirt and grass surfaces are preferred for the hunting and chasing games, for soccer and speed-ball, and for touch football, softball and track activities.

Table 2 shows the surface that is considered ideal for elementary playground games.

Table 2 — Surface Considered Ideal for Games on Elementary Playgrounds in the Southern California Area

Activity	Bare Untreated Ground	Decom- posed Granite	Calcium Chloride	Grass Turf.	Bituminous	Total
Basketball type	1		4	1	34	40
Volleyball type	2		2	6	30	40
Circle Games	2		3	26	8	40
Hunting & Chasing Games	3		3	26	8	40
Soccer, Speedball Type	3	1	4	29	3	40
Touch Football Type	4	1	3	29	3	40
Softball Type	8	1	4	24	3	40
Track Activities	15	2	10	11	2	40
All Around	2		10	19	19	50
	40	5	43	161	121	

For all-around use, ten indicated a preference for combination of: Grass and bituminous, 8; grass and calcium chloride, 1; bituminous and calcium chloride, 1.

FOR basketball and volley-ball type of activities, there is an overwhelming preference for an area paved with bituminous. For circle games there seems to be about an equal choice for grass turf and bituminous. For hunting and chasing games there is a predominant choice for a grass surface. This is also the choice for games such as soccer, touch football and softball. For track activities there does not seem to be a predominant choice for any one surface. This may be due, in part, to the fact that in the 6-year elementary schools, track activities as such are usually not a part of the program.

In track, the bare ground, calcium chloride and grass turf all seem to be considered ideal by an equal number. For all-around use, calcium chloride, grass turf and blacktop are the 3 surfaces most preferred.

Calcium Chloride

It is interesting to note that although calcium chloride was not considered as very suitable for any of the specific games, nevertheless it was considered by at least 25% of the districts as ideal for all-around use. Some of the questionnaires indicated that a combination of two of these surfaces would be ideal. One fact that must be kept in mind is that the original ground surfaces vary from a very sandy soil to clay, according to location.

In evaluating the various types of sur-

faces, the following advantages and disadvantages must be considered. At first glance the bare, untreated ground would appear to be most economical. However, the incidental costs such as maintaining the surface free of ruts, the increased janitorial services necessitated by the wear and tear on floors from sand and dirt carried into the building by shoes and wind, and the damage to balls and other equipment by abrasives are all hidden items of expense.

Another item of expense is absence from school caused by colds and respiratory diseases as the result of dust. Accidents caused by slipping on mud and loose dirt are another reason why untreated ground is not entirely economical. In some localities, small stones constitute a hazard. For the safest, most hygienic, and perhaps the most economical playground under all weather conditions, the bare ground surface is not the most ideal.

Decomposed Granite

In considering decomposed granite, we find that it is not used very widely and is not considered as an ideal surface by many districts. Perhaps this is due to the fact that this surface has most of the disadvantages of the bare, untreated ground with the slight advantage of quicker drainage.

The calcium chloride surface has an advantage over untreated ground in that it keeps the dust at a minimum. To obtain this advantage, it is necessary to treat the surface periodically, which is somewhat of an expense. Also calcium chloride does not seem to be entirely satisfactory on all types of soil.

Grass is probably the most ideal from a health and safety standpoint. However it does have several disadvantages which should be considered. Probably the biggest disadvantage is that it retains the dew and moisture for a long time in the morning. From the cost standpoint it is relatively high inasmuch as it requires continual cutting, watering and fertilizing in order to be properly maintained.

Also, for most satisfactory results, grass

needs periods of rest for rehabilitation. In many instances where the school grounds are used continuously during the day and for 12 months of the year, it is practically impossible to give such a rest period. However, this study seems to indicate that it would be beneficial to have a portion of the playgrounds in turf because of the many activities suited to this type of covering.

Bituminous Surface

The bituminous surface has a relatively high original cost. However, the maintenance after such surface has been installed is negligible. Probably the greatest advantage in having this surface is that it can be used throughout the year, and from accident reports it seems that there are as few accidents on this type of surface as on any of the others. Further it has the advantage of comparative cleanliness. In considering wear and tear on clothes, shoes and equipment, the expense is no greater than on other surfaces and in most cases less. Court and play-area lines can be permanently painted at a saving of time and labor. There is an incentive for children to engage in healthful game activities during their leisure time when play areas and courts are always neatly marked.

The bituminous surface is at the present time in a more or less experimental stage for playground surfacing. A number of surfaces generally considered by the layman as blacktop (bituminous) are made up of various mixtures. These include macadam, hot mix, etc., and one which has a sawdust preparation spread over the top to decrease the abrasiveness and which seems to work satisfactorily. Specifications for these coverings are available from several sources.

FROM this survey it would seem that in the 6-year school a large portion of the grounds should be treated with a covering of bituminous pavement. This would afford plenty of room for outdoor activities under most weather conditions. One field could be planted to grass (preferably of the Bermuda-grass type) which would cover about one-fourth of the grounds and be so laid out as to be suitable for speedball, chasing games, etc. In the 8-year elementary school the activities of the 7th and 8th grades call for larger areas of grass plus pits and other facilities for track and field activities.

Educational funds are justifiably spent in the improvement of out-of-door areas which are conducive to the best physical fitness of elementary children.

* * *

Please notify us promptly of your change of address. Send both your old and new addresses. — Ed.

TRAFFIC SAFETY

TEACHING IT IS A "MUST" IN SECONDARY SCHOOL CURRICULUMS

Ferdinand Diel, Teacher, Technical High School, Oakland

WITH fearful anticipation of what the final cost of the war may be in killed, wounded, and missing, we read that our total war casualties, from December 7, 1941, the day of Pearl Harbor, to now, have reached nearly a million.

Tragic as these figures may be, they can be compared with traffic accidents in the United States in the same period, which resulted in 72,000 killed and 2,500,000 injured; 200,000 of these injured sustained some permanent disability.

In comparing our war casualty list with our civilian casualty list, we must realize one fact: strange as it may seem, the Army has prepared, as far as possible, for the safety of its personnel while placing them in the most dangerous and hazardous positions. This is the reason that the war casualty list has not reached a higher figure.

Had we taken as much precaution in training our civilian drivers and pedestrians in traffic safety, would we be confronted with the accident figures quoted above?

In seeking a solution to the problem of traffic accidents, we must recognize that three factors enter into all automobile accidents, namely, the automobile, the highway, and the driver. Theoretically, if the "accident element" in each of these factors can be diminished, the number of traffic accidents can be reduced. It is assumed that improved roads and mechanically-improved automobiles tend to bring a decrease in traffic accidents. There is no doubt that engineers have developed improvements in roads and automobiles which make it safer to drive.

However, notwithstanding these improvements, facts show that up to the time of the present gasoline and car shortage, the total accident rate per year had steadily increased. This suggests that the third factor is largely responsible for the mounting traffic

toll. That third factor is the driver!

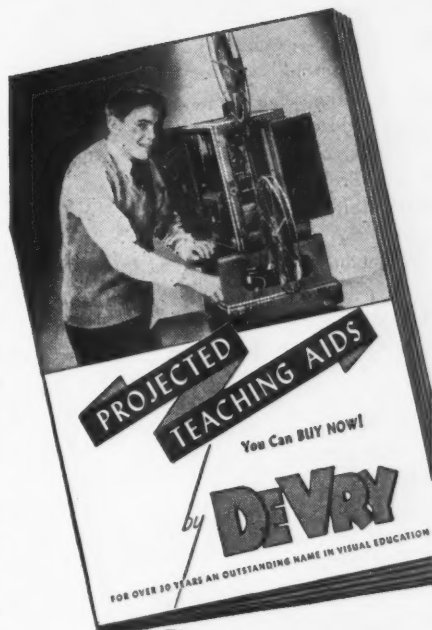
In the light of this fact that the driver is largely responsible for traffic accidents, an attempt must be made to alter the operator's driving habits and make him aware of the obligation resting upon him to observe meticulously all traffic regulations.

It has been found that a program of education and enforcement conducted by the schools in close cooperation with the police departments can eliminate many traffic accidents by improving and restricting the driving habits of the driver.

Such a program has for some time been in effect in the Oakland schools, where a course in Traffic Safety Education is an important part of the curriculum. An active relationship between the public schools and the police department in Oakland has made it possible to use the knowledge and teaching skill of experts throughout the period of instruction. Officers, special speakers, and teachers conduct the class work. The Traffic Division assigns as instructors, officers who are specialists in interpreting traffic laws and rules regarding safe driving habits. The officers are assigned to each high school for a period of two weeks. Authoritative speakers on topics related to traffic problems are provided by the Traffic Division's Safety Education Bureau.

The objectives sought through this coordinated program are fourfold: (1) to teach traffic laws to prospective drivers at the time when they reach the legal driving age; (2) to teach rules governing safety in traffic from the viewpoint of both drivers and pedestrians; (3) to instill a proper driving attitude in the students; (4) to achieve a better understanding between students and traffic officers.

ALTHOUGH the objectives of the course are the same in all the Oakland high schools, the mechanics for putting the program into effect may vary slightly in each school. At



**Get your
copy NOW!**
.... It's FREE!

Here's your answer to that question you've been asking as to the availability of a complete AAA-1 line of audio-visual teaching equipment. DeVRY has it—graphically presented in its new 1945 Catalog:

MOTION PICTURE-SOUND PROJECTORS—new, durable easy-to-operate 16mm. DeVRY-SLIDE & SLIDEFILM Projectors . . . STEREOPTICONS . . . PROJECTION SCREENS . . . MICROPHONES . . . TURN-TABLES . . . 16MM. SILENT PROJECTORS . . . MOVIE CAMERAS . . . ACCESSORIES.

Write for your DeVRY AUDIO-VISUAL TEACHING AIDS CATALOG today.

Rely on Us for
PROJECTED TEACHING AIDS
of all Kinds

DEVRY TRIPLE-PURPOSE SLIDEFILM PROJECTORS for 2" x 2" paper or glass slides; single-frame slidefilm; and double-frame slidefilm. Complete with carrying case and 300-watt bulb. . . . \$85.00
DEVRY PROJECTION SCREENS—a complete line of portable tripod, wall and ceiling and wall types. Priced from . . . \$8.50
DEVRY STEREOPTICONS show standard 3 1/4" x 4 1/4" slides. Lamp capacity to 1,000 watts. Complete with forced-air-cooling and 500-watt lamp. . . . \$62.50
MICROPHONES: high quality, rugged high impedance microphones for public address systems—indoors or out. Priced at . . . \$36.75
TURN-TABLES: electric record players. Handle records up to 16 inches. Crystal pick-up. 33 1/3 and 78 r.p.m. In durable case at . . . \$49.50

Place DeVRY PROJECTOR Orders NOW!



Specify the NEW 3-Purpose DeVRY, that (1) safely projects BOTH sound and silent films; (2) shows BOTH black and white and color films without extra equipment; (3) affords portable Public Address System—indoors or out through 25-watt separate amplifier and 12-inch electro dynamic speaker. Model 16-1966, 16mm. Sound-on-film Projector (as pictured) complete with one 1600 ft. Reel. . . . \$430.00

AMERICAN SEATING COMPANY
207 S. Van Ness, San Francisco 3
6900 Avalon Blvd., Los Angeles 3

AUTHORIZED DEVRY DISTRIBUTOR

DEVRY

DeVry alone has earned four consecutive Army-Navy "E's" for excellence in the production of Motion Picture Sound Equipment.

Technical High School the responsibility for coordinating the work of the Traffic Division and the school rests with the school's Safety Education Committee.

Traffic Safety is taught in a Governmental Problems class because of its close relationship to such subjects as law enforcement, city planning, and taxation, to mention only a few; therefore, the Committee is composed of members of the Social Studies Department.

Specific duties of the Committee for this unit are to (a) draw up a class schedule making it possible for all classes in traffic safety held at the same period of the day to meet jointly; (b) arrange for assembly meetings of all the students in traffic safety; (c) secure copies of the Vehicle Code Summary from the Motor Vehicle Department at Sacramento; (d) provide a mimeographed bibliography of the literature on traffic safety available in the library; (e) make plans for various group activities; and (f) provide a test based on the instruction given.

On the first day of the course, in addition to the regular classroom instruction, an introductory assembly is held which is attended by all the students in traffic safety. The speakers for this meeting are the captain of the Oakland Police Department's Traffic Division, and its Director of Safety Education, the officers who conduct the class lectures, the principal of the school, and the chairman of the school's Safety Education Committee, who acts as moderator.

Each one of the speakers discusses the problem of traffic safety, indicates why it is the concern of all, and names the steps which can be taken by the future drivers to eliminate traffic hazards.

Methods of Teaching

In the classroom the officers and special speakers use the lecture-discussion method of instruction. The lectures are illustrated and supplemented by slides, motion-pictures, transcriptions accompanied by still films, graphs, and enlarged photographs. The subject matter of the lectures given by the officers deals with licenses, registration, equipment, right of way, overtaking and passing, parking, turning movements, speed laws, felonies, physical laws of driving, reaction time, and attitude toward driving.

The other speakers discuss such topics as vision, insurance, driving while intoxicated, investigation, and their relationship to traffic accidents. When instruction is given in laws and rules of safe driving by the officers in the morning, speakers with special topics lecture in the afternoon classes.

On other days the schedule is reversed. If a speaker on a special subject can come to the school but once, an assembly is arranged so that all students in traffic safety may hear him.

On the last day of the course an objective

test is given, which is more comprehensive than the written test given by the Motor Vehicle Department. It is composed of true and false, matching, completion, multiple choice, and diagram questions. The test is given to the students in their own classrooms and is administered by their regular teachers, who also correct the papers.

Certificates Are Given

Students making satisfactory grades are given certificates which can be offered in lieu of further examination on traffic laws, signs, and signals, any time within six months after the date of issuance, although vision and driving tests must be passed before an operator's license is granted.

IN conjunction with the class work, activities supplementing the lessons are organized by the teachers. Some of the most successful activities are as follows:

Students with artistic ability make posters dealing with topics of Traffic Safety. In some instances the best posters have been entered in national contests.

Groups composed of representatives from each class go to the Police Court at the City Hall to hear cases involving traffic violations.¹

Other groups are tested with special laboratory equipment for glare-resistance, color-blindness, steadiness, hearing, and distance-judgment.

Interested students make traffic counts to determine whether stop signs should be installed at certain intersections near the school.

Quiz and round table discussion programs are broadcast by radio. Also, at one time, under trained supervision actual driving tests were given to students with driver's licenses to determine their skill and attitudes.

The students derive much pleasure from participation in these activities, and the resulting discussions are gratifying.

Although teaching students to drive is not part of the present curriculum, it is felt that a long stride forward will be taken when driving can be taught by expert drivers to students in school, at the time they reach legal driving age. This can be done by making such instruction part of Traffic Safety education.

IT is felt that the values of the unit are numerous. The information and experience of authorities in the field of Traffic Safety are made available to the students. Students use materials and procure information

1. It is interesting to note that the Traffic Division of the Oakland Police Department maintains a class in Traffic Safety Education at Oakland Technical Evening School for all minors who violate traffic laws.

through an activity program which permits participation along lines of special abilities and interests as well as regular classroom work. The traffic laws are taught at a time when many students are ready to become drivers.

An important and serious everyday problem is presented in a "real life" manner. The value of cooperation and respect for the rights of others in traffic situations is emphasized to the students. An understanding of the duties and problems of the Traffic Division lays the foundation for a better relationship between the future drivers and the officers.

Finally, because data compiled from Oakland traffic accidents show that after Traffic Safety Education was made a part of the high school curriculum the number of traffic injuries and fatalities decreased 62% for the age group taught,² the students realize that safe driving pays valuable dividends in injuries prevented and lives saved.

2. Data taken from the files of the Oakland Police Traffic Division; Miss Florence Anderson, Director of Safety Education.

Blood Bank

Beatrice G. Boyce, Teacher, Webster School, Pasadena

A PINT of blood!
It isn't much to give,
A pint of blood!
To help some boy to live.

If you were standing over there
And some one turned and said,
"If you don't give a pint of blood,
This boy will soon be dead,"
You couldn't turn your face away
And leave that boy to die,
But here so far away from war
You fail to hear that cry:
Or idly think that someone else
Will surely give his share
So why should you be bothered
To help a soldier over there?
He may not be your brother
Nor one you'll ever see,
Yet remember, but for boys like him
You might not now be free.
So hurry to the blood bank
To give your pint, and then,
There'll be no regrets to haunt you
When the boys come home again.

A pint of blood!
It isn't much to give,
A pint of blood!
To help some boy to live.

From Alert, published by Pasadena Chapter, American Red Cross.

Reading Conference

THE thirteenth in the series of annual Claremont Colleges Reading Conference will be held July 9-13 at Eucalyptus Court of Scripps College Campus.

These conferences are the project of Alpha Iota Chapter of Pi Lambda Theta, in cooperation with Claremont Colleges and under direction of their sponsor, Dr. Peter L. Spencer of Claremont Graduate School. Theme of the 1945 conference is: Inventories of personal factors affecting reading and learning.

The conference has been organized with key speakers at the general morning and afternoon sessions, each followed by three or four section meetings in which special phases of these factors are considered.

The 10th in the series of Reading Conference Yearbooks, 1945, will include papers by conference speakers and other writers upon the conference theme.

* * *

Bruce Humphries, 30 Winchester Street, Boston, publishes a series of Teachers Guides to Religious Education, prepared by Religious Education Press, London, under editorship of an interdenominational editorial board, assisted by an advisory committee of practical teachers, for use in the schools of Great Britain.

Six guides, for grades 1-6 are ready; other volumes are in preparation. The Humphries series, printed by Ryerson Press, is revised for use in Canadian schools; price \$1 per volume.

* * *

Old California Trail

CAXTON Printers of Caldwell, Idaho, have produced another title in their rapidly-increasing store of California History. This new publication—The Old California Trail, by Julia Cooley Altrocchi—outlines the course followed by the Covered Wagon Pioneers, the trials and tribulations, the joys and pleasures of the intrepid settlers of the Golden State.

Independence, Missouri, is the starting-point of the author's pathway to the Pacific. She has traveled back and forth across the trails and, like another California writer, Mrs. Irene Paden, has a first-hand knowl-

edge of the things about which she writes so interestingly.

The wife of a professor at University of California at Berkeley, she has written several Western histories, one of which, A Pioneer Epic, was awarded in 1936 the Commonwealth Club silver Literature Medal.

* * *

American Youth

PLANNING For American Youth, an educational program for youth of secondary-school age, a summary of Education for All American Youth, a publication of NEA Educational Poli-

cies Commission, is prepared by the planning and executive committees and the implementation commission of National Association of Secondary School Principals.

The NEA War and Peace Fund aided the printing and distribution of this special edition as a contribution to victory and peace.

Published by National Association of Secondary School Principals, 1201 Sixteenth Street, NW, Washington 6, DC; Paul E. Elicker, executive secretary; price 25c.

This important illustrated bulletin of 64 pages, prepared to emphasize the need for planning right now for the welfare of youth, should be read by California school-people from cover to cover.

New Horizons in Teaching

Presented in the hope that they will prove interesting and useful to you



For Teachers wanting more information about mounting classroom pictorial matter

Here's welcome information for you about picture-mounting *that comes directly from the National Elementary Principal's 13th Yearbook.*

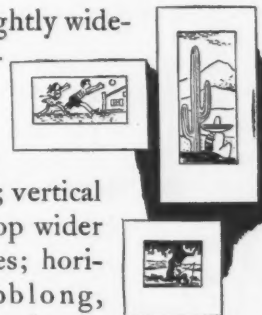
TRIM. Save title and description to paste on back.

GRAY, tan, brown, dull green, best colors for mounts, or echo dominant color of picture using lighter than its lightest or darker than its darkest color—and keeping dull enough in intensity to give picture a chance.

USE cardboard, bristol, etc., or heavy weight colored construction paper.

ALLOW 2 to 4 inches all around picture—bottom margin

always slightly widest. Margins for square, sides and top equal; vertical oblong, top wider than sides; horizontal oblong, sides wider than top.



PENCIL lightly by dots corner positions when picture is exactly straight on mount. Paste and to avoid warping press under weight until dry.

WE HOPE the above is helpful just as in the past Wrigley's Spearmint Gum has been helpful to millions of people.



Remember this wrapper... It stands for chewing gum of quality and flavor—it will stay empty until gum of Wrigley's Spearmint quality can again be made.

Z-28

CTA Honor Schools

School Staffs Enrolled 100% in California Teachers Association for 1945

Northern Section

Plumas County — Elementary Schools: Beckwith, Crescent, Lincoln, Mann, North Fork, Pioneer, Portola, Seneca, Spanish Peak, Squirrel Creek, Sulphur Springs, Taylor.

High Schools: Quincy high, Greenville high.

Siskiyou County is now 100%.

Shasta County — Millville, Project City.

Sutter County — Lincoln, Wilson.

Yolo County — Apricot, Bryte, Buckeye, Cacheville, Canon, Capay union, Clarksburg, Cottonwood, Davis joint, Dunnigan, Esparto, Fairfield, Fillmore, Fremont, Gordon, Quinda, Grafton, Laugenour, Madison, Monument, Mt. Pleasant, Pleasant Prairie, Rumsey, Spring Lake, Union, Washington, West Sacramento, Wildwood, Willow Oak, Willow Slough, Winters; Beamer school and Primary School, Woodland City; Woodland Prairie, Zamora union.

Davis joint union high; Winters joint union high.

Bay Section

Richmond — Harbor Gate School.

San Francisco — Shriners Hospital.

Vallejo — Vallejo junior high.

Alameda County — Amador Valley high, Bret Harte.

Contra Costa County — Cowell.

Marin County — Angel Island, Estero, Marin Junior College, Olema, San Quentin, Tamalpais Park Primary.

Santa Clara County — Llagas, Oak Grove.

Sonoma County — Bliss, Cotati, Daniels, Bennett Valley, Monroe, Rincon, Wallace.

* * *

In Memoriam

California School People Recently Deceased

Gaylord H. Chilcote, age 76, died recently in White Salmon, Washington. In 1939 he retired as Pacific Coast Manager for D. C. Heath and Company, which has headquarters in San Francisco. A member of several fraternal and civic organizations, he was widely-known among school-people in the Western states.

* * *

Clyde E. Buchanan

A tribute by his Mother

Clyde Buchanan has been a school teacher ever since he was out of high school. Always his goal was to go to the top. He received his Bachelor's Degree at Norman, Oklahoma; then went to Sparks, Nevada, and taught 14 years in the high school.

Next he went to the University of South-

ern California, Los Angeles, and received his M.A. degree, having majored in mathematics.

He left Sparks in '43 and was teaching his second year in Arcata, Humboldt County, California, when he became sick and died, February 18, 1945.

His wish had been to be able to hold his place in the school-room till the end of his life; he was only away from his place seven days before his death.

He loved his boys and girls. The beautiful flowers they sent to him told him that his love was returned. Clyde is gone but the work of the school-room, of which he was a part, will live on.

—Mrs. Ada Buchanan
Missoula, Texas

* * *

Dr. Edna A. Rich Morse died May 5, in Reno, Nevada. As Edna Rich she started the old Santa Barbara Normal School and was its first president.

* * *

Walter L. Bachrodt

A Personal Tribute by Sam H. Cohn, former
Deputy Superintendent of Public
Instruction, Sacramento

He held his place —
Held the long purpose like a growing tree —
Held on thru blame and faltered not at praise —
Towering in calm rough-hewn sublimity.
And when he fell in whirlwind, he went down
As when a lordly cedar, green with boughs,
Goes down with a great shout upon the hills,
And leaves a lonesome place against the sky.

How appropriate are these lines of Edwin Markham to the life and works of Walter L. Bachrodt. Others, far more capable than I, will evaluate his services to the children, the teachers and the people of California in general and to the community in which he spent practically all of his years. I wish to pay tribute to my friend whom I knew intimately for more than a quarter of a century.

He was a big man, physically, mentally, socially. He was a politician in the original meaning of the word — a man of the people. He met and understood the banker, the laborer, the tradesman, the artisan and the various gradations of white collar workers.

He was by nature a leader to whom his community and the members of his craft turned naturally when leadership was needed. He was a general who planned his campaigns with skill. He considered details, though not himself a detailist. He chose his lieutenants with unerring insight into their capabilities, assigned them their responsibilities and then watched the progress of the battle.

Well could he have said, "I have fought a good fight, I have finished the course, I have kept the faith."

Graham C. Loofbourow

Dr. Graham Crain Loofbourow, 43, principal of Chico State College Elementary School, and assistant professor of education on the college faculty, died recently following a heart attack.

Dr. Loofbourow was prominent in civic and fraternal affairs as well as the educational life of Chico, where he resided with his family.

He won nation-wide acclaim among educators for his work as co-author with Dr. Noel Keys, professor of education at University of California, of a guidance test known as the Keys-Loofbourow test.

He went to Chico in 1940 from Fresno, where he had been principal of John Muir Elementary School. For five summers he served as a member of the summer school faculty of University of California at Berkeley.

The educator was born May 26, 1899, in Salt Lake City, where his father and mother, Mr. and Mrs. Wade Loofbourow, made their home. During World War I he enlisted upon finishing high school and served overseas in France. Upon returning from the war he entered Wooster College in Ohio and later attended Pomona College at Claremont, where he graduated.

After finishing college Dr. Loofbourow taught for a time at Watsatch Academy in Mt. Pleasant, Utah, and later attended University of California at Berkeley, where he received his degree as doctor of education.

He was a member of Damascus Lodge No. 10 of F. & A. M., Mt. Pleasant, Utah; Phi Delta Kappa and Kappa Delta Pi honorary fraternities and Chico Rotary Club, a director of Chico Chapter of American Red Cross and active in Boy Scout work with Mt. Lassen Council. He was a member of Bidwell Memorial Presbyterian Church.

* * *

Miriam D. Eisner

Miriam D. Eisner, prominent for her work in the San Francisco school department for the past 25 years, died April 7 of a heart attack aboard a street car en route to her California Street home.

Principal of Jean Parker Elementary School in Chinatown since last August, she was formerly vice-principal of Franklin and Alamo Schools and principal of Douglas School.

Miss Eisner worked for many years on measures to improve schools and the working conditions of teachers and served as president of the National Education Association Department of Classroom Teachers.

She was active in CTA and served in many important positions in the State and local associations.

She was an active Red Cross worker during both World Wars.

HIGH SCHOOL PSYCHOLOGY

EDUCATION'S RESPONSIBILITY TO LABOR

George S. Moore, Teacher of Accounting and Office Machines, Santa Maria Union High School and Junior College

Do you as a teacher see the connection between your college psychology classes and the rate of production in our defense factories?

Have you ever consciously or unconsciously tried to transmit to your high school or elementary school students a few basic facts about human behavior and how to influence it?

If not, then you must assume some responsibility for today's most critical shortage, the wise supervision of manpower.

Some of us may have grown a little smug about the labor relations problem when we heard General Electric's president, Charles Wilson, philosophizes about management's newly-discovered responsibility toward its workers. Wise and forward-looking industrialists like Mr. Wilson are acknowledging and practicing the theory that management's interests are best served when its workers are understood and treated as fellow human beings.

But the problem still remains as to how this philosophy will filter down from executives to their representatives among labor—the straw bosses.

"The typical foreman, who won promotion because he was good at the bench, suddenly has to put away his tools and become a leader of men and women—a very different job. He may work out some sort of system for himself. One oldtimer, quoted by *Fortune*, explained how he received a new employee. "I jest stand there and stare him down, to kinda show him how dumb he is."

"And then?"

"Then I spit."

"The resentment and hatred tyrannical bosses have kindled in the factories of the world are beyond computation. Yet most of them were not evil, they just did not know the principles of leadership."

In the past we have muddled through this inadequacy, and it has taken a war to arouse us sufficiently

to search out the causes of our failure. On the one hand we have the various and extended psychology courses and human behavior discussions which are offered for the most part only in liberal arts colleges and teacher-training schools. On the other hand we have the prospective foremen who have quit school after completing the minimum legal requirements, or if they were particularly fortunate have had a high school or trade school education.

Basic Psychology

At present the vocational curriculum of practically no high schools or trade schools requires even a basic psychology course. Yet our complex labor relations problem pyramids from the broad case of the relationship between the workers and the thousands of these straw bosses whose only training for leadership has been manual dexterity.

This labor question has remained unanswered because we teachers, among others, have failed to assume our share of society's obligation. Hence the War Manpower Commission has set up a "Training Within Industry" program to educate the bosses on the job. It took many hours spent by industrial engineers and government accountants to produce the following schedule:

"Foundations for Good Relations"

"Let each worker know how he is getting along.

"Give credit when due.

"Tell people in advance about changes that will affect them.

"Make best use of each person's ability.

"People must be treated as individuals."

These principles no doubt seem to have a familiar sound; in fact, any school teacher who did not use such tactics would have a difficult time keeping even the most cooperative stu-

dents interested. Yet this "Training Within Industry" program showed how few foremen had previously practiced such good common sense. In other words, educators have for years known the human approach which business is just now hailing as a new magic to solve the labor relations enigma.

Another new method which has recently been introduced by the War Manpower Commission has performed such miracles as teaching a man in 3 days to grind quartz crystals for lenses whereas it formerly took 3 weeks for the training. It seems that under the old system each new worker was given very inadequate preparation. Then after his trial and error experience had resulted in a series of blunders, he was humiliatingly criticized, which, of course, produced even higher nervous tension and more mistakes.

A supervisor trained in the new method has the learner stand beside him so that they are facing the same direction; both are supplied with identical equipment. As the trainer slowly performs the operation he tells the reason for his actions and watches the beginner, who is using his own hands to do the work. Any wrong learnings may thus be prevented and only the correct movements will be in the be-

DUPLICATING MACHINES

Only \$37.00

All Metal

Automatic Feed

Changeable Gelatin Films

Will print up to 100 clear copies from each master sheet. Ideal for Workbooks printed in hectograph ink or for general office use.

Place your order now for this Valuable TIME-SAVING Duplicator. Send for our free Teacher's Guide of Hectograph Work Books for all grades.

School Service Bureau

5863 West 6th St.

Los Angeles, 36, California.

Please ship at once:

☐ Automatic-Rotary Duplicator \$37.00

☐ () Films at \$6.75 per Dozen

☐ FREE Catalogue of Hectograph Work Books.

NAME.....

ADDRESS.....

* This article is the result of the stimulating Stuart Chase writings in the Reader's Digest for September, October and November, 1943.

DID YOU SERVE?

THE National office of the American Legion is revising its Directory of men and women in Public Education who served with the Armed Forces in World War I.

If you served in the First World War and are now engaged in educational pursuits, will you please send your name and address to Department Adjutant James K. Fisk, 1101 Van Ness Avenue, San Francisco 9, California.

This Directory is used in connection with educational affairs of State and national import. It is not used for membership drives.

havior pattern. The learner repeats the operation several times; then the process is reversed, and he acts as the instructor.

How many times a day do you teachers use this same educational procedure? And have you ever thought of it as something startling—that even now perhaps is helping to win the war of production? No, I believe that most classroom teachers have not realized the potential weapons that have been in their possession. Nor have we been aware that we have had at our command an entire series of magical formulae which industrialists, economists and labor-relation experts are just now discovering after years of research.

THUS the problem presents itself: How can potential workers and foremen learn the basic facts of psychology?

The answer is so deceptively simple that it has been passed over many times in the past. We do not need to commission some learned doctor to survey our school systems and recommend radical changes; nor do we need a new government bureau. It is un-

1. "Teaching Foremen that Workers are People," by Stuart Chase in the Reader's Digest for September, 1943, pages 17-21.

necessary to wait for a new textbook or a summer session refresher course.

We can begin tomorrow! Let us start thinking now of how schoolroom situations can be used to illustrate human behavior problems encountered in the shop or office.

We must be sure to concentrate on seemingly boresome fundamentals because the obviously bad labor situation proves that our students parents and therefore their children need this detailed work.

It may be sure some high school vocational departments will soon require specialized study along these lines. But in the meantime the challenge is ours, classroom teachers! Can we meet it?

* * *

Global Geography

HARR Wagner Publishing Company, 609 Mission Street, San Francisco 5, announces with well-merited pride, its publication of Introduction to Global Geography, by Bernice Baxter, administrative assistant, Oakland Public Schools, and Thad Stevens, assistant in instruction, visual department, Oakland Public Schools and instructor in air navigation and meteorology, Oakland Evening Schools.



Bernice Baxter

This highly commendable text of 122 pages, with many maps and illustrations, is a worthy product of California authors and veteran California publishing house.

Dr. Baxter is author of several publications, including the recent How To Study California, published by the Harr Wagner Publishing Company, Teacher-Pupil Relationships, published by the Macmillan Company, and

Group Experience, published by Harper & Brothers.

Mr. Stevens presents a course in global geography at the University of Nevada during summer session.

This admirable book is planned for 5th and 6th grade students of average or better-than-average reading ability for their grade, and for students of junior and senior high school who need an elementary explanation of the aspects of geography which have become important in the Air Age. Spaced throughout the book, in close relation to the text, are abundant exercises which should lead to an understanding and intelligent interpretation of modern maps.



Thad Stevens

The Air Age changed many of our concepts of geography and made it necessary to think in terms of the globe as a whole. This new text bridges the gap between the older geographic studies, centering largely around the use of Mercator maps, and the understanding of new global concepts and their applications developed to meet the demands of the Air Age. Price \$1.92.

* * *

Jack Rees, president of Alameda County Teachers Association, will assume his new duties in July as superintendent of Hayward Elementary School District. Formerly vice-principal and dean of boys at Washington Union High School, he is at present director of research and guidance in the County Office.

* * *

School and Community

EDWARD G. OLSEN, director of school and community relations, Washington State Department of Education, with a group of cooperating authors, has written School and Community, the philosophy, procedures, and problems of community study and service through schools and colleges. A significant book of over 400 pages issued by Prentice-Hall, 75th Avenue, New York City, price \$3.75, this truly remarkable text envisages the best modern educational philosophy in the whole field of school and community inter-relations. A very valuable text.

PRESENT-DAY HISTORY

John R. Edwards, Teacher, Garfield Junior High School, Berkeley

THE local newspaper recently ran a heading that "Survey Shows Ignorance About Nation's Government."

It's a Gallup report that less than one-half of high school graduate voters failed to know the term of members of House of Representatives or their salaries. Most voters suggested a four-year term as "ideal".

First, I maintain that the two questions of which so many voters were ignorant DO NOT justify the headlines.

Second, if the objective of education is the accumulation and remembering of such incidental and non-consequential facts as terms of office and salaries, let the press and the radio, both of which already waste too much of the pupils' home-study time, hammer those facts home, cheaply and readily.

No matter what controversial history-texts our pupils have been using, their understanding of the important functions and problems of our nation's government are vastly superior and far more worth-while than Director Gallup publicizes.

Hardly a public school in California today fails to teach all pupils about the local and State, as well as Federal government, and ALSO conducts nominations and elections within the school which lead to what we call student self-government.

Schools Make Voters

Has anyone suggested that the great increase in the number of voters in the last Presidential election might be the result of these practices in our public schools?

Being a soldier in World War I, I well recall the lack of interest in things political which to all reports is very different among soldiers in World War II.

In Youth Forums and the present generation of college students there is a high degree of interest and partici-

pation in political and governmental matters.

The crying need in matters political is the intelligent PARTICIPATION of sincere, intelligent and idealistic citizens. We, who not only teach all we can of American History and Government as well as we can to all kinds of brains, but also GUIDE and DIRECT their PRACTICE in balloting and serving their schools management, believe that the Nation is due for a higher type of citizen service than all the memorized items of an earlier time EVER, PRETENDED to produce.

Practicing Government

Participation in school traffic control, presiding at meetings, sitting on Courts to determine infraction of rules, management of Bond Drives, conducting safety and fire-prevention drives, actually serving as politicians, governors and voters not only within every school, but in the American Legion's annual Boys States, are not only going farther but producing more LASTING results than the "book learning" of the past century has apparently been able to accomplish.

Some of us, as we watch the social and political changes taking place in our DEMOCRACY, do NOT concede that the present is either "ignorant" or unwise in its political activity. In California the voters carried a measure for increased school support much more easily than was accomplished with a similar measure some 20 years ago.

Our present Youth Authority Act is a bigger step toward improved handling of the crime problem than has been attempted in the past.

Not only voters, but also legislators are exhibiting a vastly improved sense of justice and widespread welfare in their law-making and selecting of trained experts, rather than pork-bar-

rel and favors for ward bosses of even 20 years ago.

TAKING the words of Mr. Gallup, "During the last generation American schools apparently have" NOT "failed to impress upon students some of the simplest motives and reasons for government, the purposes and intentions of the founders and innumerable real Americans who have been striving for a more perfect Union."

We leave you your "facts" and figures for what little they **SOME-TIMES** show of "trends." We, who teach and make American education what it is, do NOT concede that your findings prove your case. In fact, the contention is definitely **MISLEADING**.

"The public is woefully uninformed about the simplest facts concerning Congress as it is now functioning" is a statement hardly worthy of a youngster wildly trying to win a debate.

* * *

Forrest Murdock of San Jose

FORREST MURDOCK, principal of San Jose High School for the past 12 years, has resigned there to accept the superintendency of Centinella Union High School District, Inglewood, in Los Angeles County.

The President of the San Jose Board states: "For the Board, I would like to express our appreciation for his 12 years of loyal service and to wish him the best of luck in his new job. His promotion is deserved and merited. Inglewood is getting a good man."

Mr. Murdock is President of Association of California Secondary School Principals, and of a Section of California Scholarship Federation. For the past 3 years he has been State Chairman of the Special Youth Committee, organizing summer conferences at several colleges and universities. Prominent in civic affairs, he has been a vigorous leader.

Graduate of Washington State College, he obtained his Master of Education degree at University of Washington.

WORD PAINTING

SAM SKELETON TEACHES WRITING

Martha Anderson, Teacher, 4th Grade, Marshall Elementary School, San Bernardino

UNTIL they have reached the second half of the fourth grade, children write only about things they know well and the everyday activities they all enjoy. But when the half-way mark is reached, it is time for the teacher to arouse their imaginations and teach them to paint pictures with words.

I have developed a very simple technique which makes word-painting a half-hour of fun. And it is amazing to see how, after a few lessons such as this, their stories take on new color.

Stored away in my file for the same use every year is the large picture of a skeleton. He is horribly ugly, but the children are fascinated with his bony appearance.

Make It Live

Pinning him up against the wall, we start a discussion about him. We name him every year. Oddly enough Sam Skeleton seems to be the favorite name. From the basis of the skeleton, we discuss blood, muscles, flesh, etc., which all go to make up that interesting object, a live person.

When the discussion has continued long enough to draw every child into it, I write a simple sentence on the board and explain that it is a skeleton just like Sam that needs muscles, blood, and flesh to make it come alive.

We talk about words which might serve the purpose and write them on the board. "Now what kind of a body are you going to put on that skeleton?" I ask. And you should see those fourth graders go to work.

Here are some examples taken from a lesson I gave several months ago.

The skeleton sentence:

A boy walked down a path.

John wrote:

A tired, dusty, little boy trotted along a narrow path through a meadow. Now and

then a feathery cloud floated through the blue sky.

The skeleton sentence:

The bird sat on a limb.

Patsy wrote:

A blue bird sat sunning himself on a large oak limb watching a bushy-tailed squirrel take a nut out of a hole.

The skeleton sentence:

There was a storm coming on.

Laurie Ann wrote:

The forest was still. Not a bird was stirring. The night wind blew through the trees so mysteriously it sounded like a ghost. Then the thunder and lightning came and the rain fell on the dim forest.

These are just three examples of the results the skeleton sentences produce. The greatest satisfaction comes during the following weeks, however, when picturesque sentences begin to appear in their everyday stories. And believe me they do appear as witnessed in this story put on my desk today:

Spring Is Here

Spring has flung her spots of color all over the hills. The gay little breezes blow the flowers as they sway over yonder in the lime-green meadows. The fluffy white clouds make shapes of sheep in the blue sky. At dusk the sun sinks behind the hills and makes a pastel sunset over the horizon.

Narcotic Education

ADMINISTRATORS and teachers will be interested in the following courses in Narcotic Education offered in California colleges during the summer of 1945. Special consideration will be given to methods and devices for the teaching of alcohol as required by State law.

1. San Francisco State College, July 23-27; Instructor, Ahlida Ballagh; 1 unit, 1 week, 3 hours daily.

2. San Jose State College, July 2-August 10; Instructor, Dr. Oscar Brauer; 2 units, 6 weeks, 1 hour daily.

3. Redlands University, July 2-August 10; Instructor, Elizabeth Hidden; 2 units, 6 weeks, 1 hour daily.

SIERRA EDUCATIONAL NEWS

California Public Schools

Authentic Basic Data from NEA

IN connection with the NEA Campaign for Federal Aid for Education, many important statistical data were assembled by its Research Division. The following table, sent to us through the courtesy of R. B. Marston, director of NEA Legislative and Federal Relations Division, relates to California:

	1941-42 California	United States
1. Percent of children 5 to 17 enrolled	94.0%	84.2%
2. Percent of those enrolled attending daily	80.9%	85.6%
3. Average length of school term	176*	175*
4. Percent of total enrollment in secondary grades	29.3%	26.0%
5. Number of pupils per teacher	25.9	24.5
6. Number of administrative units	2,794	115,384
7. Percent of school revenue from State	43.2%	31.4%
8. Avge. salary of teachers	\$2,497*	\$1,599*
9. Current expenditure per pupil (a.d.a.)	\$ 155*	\$ 105*
10. Value of school property per pupil (a.d.a.)	\$ 443*	\$ 371*
11. Percent of adults over 25 years of age with less than 4th-grade schooling	8.0%**	13.5%**
12. Number of Army rejections for educational deficiencies (Dec., 1942) per 1000 men examined	16.08	28.06
13. State legislation		
a. Statewide retirement system	YES	
b. State minimum-salary law	YES	
c. Statewide tenure law	NO, but ...	

* Figures are for 1945.

** Figures are for 1940.

4. University of Southern California, July 2-August 10; Instructor, Dr. Lloyd Webster; 2 units, 6 weeks, 1 hour daily.

In addition, Miss Ballagh will conduct a workshop at College of Pacific, Stockton, daily July 16-20. No fee will be required for this.

Instructors

1. Ballagh, Ahlida Grayson; A.B., M.A., University of California; Palmer School of Narcotic Education, Evanston, Illinois.

2. Brauer, Oscar Leo; Ph.D., University of California; Professor of Chemistry and Physics, San Jose State College.

3. Hidden, Elizabeth; Ph.B., University of Redlands; M.A., Columbia University.

4. Webster, Lloyd; Ph.D., University of Southern California; Health Consultant, Los Angeles County Schools.

FOR DEPENDENTS

SALARY ALLOTMENTS FOR DEPENDENTS

Hubert Staffebach, Teacher, David Starr Jordan Junior High School, Palo Alto

THE problem of equalizing the position of workers with different financial responsibilities has long been critical to many groups. During times of relative affluence, differences become less apparent, but when times become hard, gross inequalities demand attention.

Due to a rise in the cost-of-living and increased civic responsibilities, teachers and other fixed salaried workers are now experiencing an economic depression. Unusual demands are being placed upon the resources of all.

Nevertheless, the burden on the salary that supports several individuals is proportionately greater than the one that supports a single person. The fact that the single person is also underpaid only aggravates the problems of the encumbered worker.

One of the methods used by some school systems in an attempt to equalize economic positions is the provision in their salary schedules for additional allotments for dependents of employees. Many teachers in Santa Clara County have become interested in this procedure and have brought it to the attention of the salary committee of their county association.

After considerable discussion concerning the relative merits and limitations of regular dependent allotments as a part of salary schedules, the salary committee decided to examine modern practice to find out what results have been obtained by the systems that have followed such a plan.

According to a bulletin released by the National Education Association in September, 1941, 15 school systems have made provisions for the dependents of employees.

As a result, the following questions were addressed to the superintendents of schools in the appropriate cities:

1. "Do the majority of teachers on your staff feel that this practice is fair?"

2. "How was the size of the allotment determined?"

3. "Do you have, or are you planning to make, any accommodations in this part of your schedule for fluctuations in the cost of living?"

4. "Has your organization ever considered the desirability of making this provision liberal enough to include superannuated parents and other close relatives?"

5. "Has your plan ever resulted in any discrimination against applicants with dependents?"

6. "What improvements on your plan would you advise in the light of your experience?"

7. "How many employees have received benefits from this plan, and how much has it cost the community?"

Answers were received from the following 13 cities: Palmerton, Penn.; Emporia, Kan.; Springfield, Mass.; Rock Island, Ill.; Gooding, Idaho; Cheyenne, Wyo.; Lead, S. D.; Beloit, Wisc.; East Grand Rapids, Mich.; and Washington County, Utah.

It will be noticed that all parts of the country are represented with the exceptions of the Far West and the Deep South. There is considerable variety in the size of the communities also. The largest city, Springfield, Mass., contains 149,554 people, and the smallest, Lead, S. D., contains 7,520. One county was included.

The Plan in Operation

Of the 13 replies, 11 indicated that their policy is now in operation. The superintendents of Gooding, Idaho, and Washington County, Utah, reported that the policy has been discontinued. Difficulties in administration seem to have caused the change in policy; though no specific difficulties were listed. At any rate, 85% of the replies were favorable to the plan.

In answering the first question, 10 of the 11 superintendents felt that the large majority of their teachers favored the policy. Some indicated that this unity of feeling approached 100%.

There is no evidence of any scientific attempts to establish the size of the allotments. The amounts range from \$50 for wife and \$10 per child in Palmerton, Penn., to \$300 for wife and \$100 per child in Garden City, N. Y. A flat \$420 is paid to married men in East Grand Rapids, Mich., and a flat rate of \$130 per minor, unemployed child up to a total of \$650 is allowed in Rock Island, Ill.

In many cases, widows and teachers with

dependent husbands are equally eligible to receive benefits; however, most plans stipulated that the dependent wife, husband, or other individual could not receive more than \$300 from any other sources if they were to qualify for benefits.

Accommodations for cost-of-living fluctuations influence family allotments in direct relation to the way they affect the salary of unencumbered teachers, and it was felt that this problem will definitely have to be faced if economic booms and depressions continue to effect our culture so radically. Only 3 of the cities contacted reported an emergency adjustment of any kind. In each

OCCIDENTAL COLLEGE

Six Weeks'

SUMMER SESSION, 1945

July 2 to August 10



Courses for qualified students, both graduate and undergraduate, whether candidates for degrees or not.

Featured courses will include workshops and seminars in Counseling, Clinical Psychology, Audio-Visual Education, Home and Family Life, Political and Social Democracy, Contemporary Far East, Speech Therapy, Radio Production, Slavic Institutions, School Health Problems.

Standard courses in Education, Art, Literature, History, Political Science, Music, Sociology, Geography, Physical Education, Chemistry, Physics, Mathematics.

Faculty composed of regular Occidental members, together with distinguished visitors.

CONCERTS - LECTURES - SOCIAL EVENTS
RECREATIONAL FACILITIES
DINING AND RESIDENCE
ACCOMMODATIONS

Beautiful campus of 120 acres in Eagle Rock (Los Angeles 41), easily accessible from all parts of Los Angeles and near-by communities.

Ask for Summer Session Bulletin

ADDRESS:

Office of Admissions
OCCIDENTAL COLLEGE
Los Angeles 41 California

of these cases it was a flat rate for all teachers.

Eight of the cities have considered the matter of allotments for superannuated and other close relatives. Only one city makes such allowance at the present time. This is Cheyenne, Wyoming, where all total dependents receive allotments provided they are domiciled with the teacher. East Grand Rapids, Michigan, discontinued the practice after 3 years of experience; though no specific reasons were indicated. Three other superintendents discussed the matter and agreed that it would be only fair to initiate such a practice if the financial and administrative details could be worked out.

Objections Are Met

One of the chief objections to plans for making allotments for dependents of employees has been that it would defeat its own purpose and make it too difficult for applicants with dependents to obtain jobs. Of the 9 replies that dealt specifically with this question, the superintendents indicated that only in the case of unusual conditions and the absolute equality of applicants would the number of dependents be even considered. For comparison's sake, it is interesting to note that 54% of the replies not only denied that dependents would in any way affect the chances for an applicant's employment in an unfavorable way, but they indicated that the policy had been set up for the opposite reason. Another 15% said that the number of dependents would be considered only under extreme circumstances and when there were no other differences between candidates. 31% of the answers did not deal with the question specifically.

All of the superintendents felt that their programs were meeting most needs; however, they felt the allotments should be larger and the administration made more flexible. In 3 cases it was recommended that the scope of the program should be enlarged; so more dependents could be included. Financial problems apparently stopped these 3 administrators from initiating their own suggestions.

The cost of the allotments for dependents program to the communities varied with the size of the school system. Seven replies

were complete enough to figure the average allotment per claim.

Several conclusions are quite clear. First, the allotment policy does work to the benefit of teachers and public alike. In only two cases out of thirteen has it failed after a number of years of trial. An additional obvious fact is that the plan can be operated effectively in small as well as large systems.

Considerable care must be exercised in framing the terms of the program. Limited finances have caused the narrowing of some plans, but several experienced administrators feel the program should be broadened; so it will include a larger per cent of the employees who need and deserve such help. It is important that the program be made as flexible as possible; so it may be adjusted to meet individual needs.

Size of Allotments

No scientific method for working out suitable means for determining the size of the allotments is in use. Allotments are universally too small. So far they can only be classed as "steps in the right direction" to even the most favorably impressed critic. Since the terms of the various programs depend upon "what the traffic will bear," and school fiscal resources are chronically insufficient, solution of this problem must be considered a part of the larger one of providing adequate financial support for education in general.

One cannot review the statements of these superintendents without becoming convinced that here is a sincere and practical answer to one of the most outstanding challenges to the educational programs of our country today. Two steps must be taken to

make their work more valuable:

First, other school districts should evaluate the work of teachers with dependents realistically, as these pioneers have done. If they decide that celibacy is not necessary to the profession and that it is reasonable to expect teachers to accept ordinary responsibilities for their dependents, they must take adequate steps to see that this is financially possible.

Reasonable Amounts

Secondly, it will be necessary for investigations to be conducted to determine reasonable amounts of money for the support of various types of dependents; so these needs may be translated into meaningful figures for budgets. The apparent magnitude of this task shrinks considerably when it is realized that social service agencies, including the local, State, and national governments, have considerable experience in this field. In fact, it may be said that the dependents, especially the children, of so called white-collared workers have been discriminated against when compared with those families on relief-rolls. This information will be very valuable in helping legislators and administrators determine education's financial needs more exactly and to raising the method of dealing with taxation from a "grab-all-you-can-get" to a scientific basis.

ONCE these two steps have been taken, the matter can be placed before the people. Since the public finances the vast majority of educational programs in this country, it should be made completely aware of all phases of this problem and asked to decide upon the principle to be followed in working out a solution.

* * *

	Number of Claims	Total Cost to District	Average per Claim
Cheyenne, Wyo.	35	\$ 5,000	\$142.85
Springfield, Mass.	135	19,850	147.03
Rock Island, Ill.	19	2,825	148.68
Emporia, Kan.	22	4,400	200.00
East Grand Rapids, Mich.	10	2,000	200.00
Lead, S. D.	9	1,900	211.11
Garden City, N. Y.	20	7,899	390.00
TOTALS	250	\$43,775	\$175.00

Carroll W. McCaughan, now with the United States Army somewhere in New Guinea, whose excellent paper on Educational Psychology appeared in our May 1945 issue, has been advanced to the rank of Sergeant; he formerly was a student in San Francisco State College.

NAZI YOUTH

WHAT TO DO WITH NAZI YOUTH: REPORT OF AN EXPERIMENT

Courtenay Monsen, Pasadena

THE problem of what to do with the incorrigible, smirking, indoctrinated Nazi youth in the way of re-education was brought home to America with shocking realism in an experiment which has been conducted during the past few months in the public schools of several Western cities, and which has been completed by a "School and Screen" committee of educators and other interested persons with the cooperation of Bureau of Inter-Cultural Education, a national organization with offices in New York and Los Angeles.

Dr. William H. Kilpatrick is national chairman of the Institute, Dr. Stewart G. Cole of Los Angeles is director.

The experiment, directed by Dr. Mildred Wise, consisted of tabulating the opinion of 1500 public school students on what to do with German youth after the students had been shown a motion picture "Tomorrow the World."

It was the desire of the Institute to attempt to find out how much understanding of the American way of life as compared to the Nazi way, the youth of our country has, and what their reactions might be when they come in contact with a child brought up under the Hitler regime.

The study was conducted by the high schools in three Southern California communities: Pasadena, Beverly Hills, and Willowbrook; and, in Salt Lake City, Utah. Tests were given by the committee on School and Screen with the cooperation of the Bureau for Inter-Cultural Education.

The picture used in the experiment shows a swaggering, scheming, diabolical young Nazi, Emil, who has come to live in an American home and school. After watching his typical Nazi behavior on the screen, students were asked to write what they would have done if he had come to their home.

Most of the students believed this 12-year-old might be saved by kind-

ness, education, and discipline, though the majority thought that the job would be a difficult one and would take time.

From 7% in Beverly Hills to 36% in Willowbrook believed the case is hopeless and the boy should be jailed, killed or sent to reform school.

Other questions in the test included a comparison of the American Way of Life and the Nazi way on the treatment of minorities, the place of women, the rights of people, the purpose of youth organizations, and eight other points.

The young people were enthusiastic in their support of the American way, believing it provided for equal treatment of all people regardless of race, color or creed. They said women and girls have a place of honor and opportunities equal to men, that everyone is guaranteed the Four Freedoms and other rights.

The report of the study, which is book length, will be published in the fall.

Pronunciation

AN interesting new educational and entertainment game, entitled Pronunciation, is distributed by Leister Game Company, 1320 Dorr Street, Toledo 7, Ohio.

Bertram B. Bellows, president of the company and inventor of the game, states that it assists materially in correcting over 100 errors in the pronunciation of commonly-used words. G. & C. Merriam Webster Dictionary is the basic authority.

The game comprises 52 cards like a deck of playing-cards. The 104 words used in the game have been combined into 13 books of 4 cards each. Books are filled after dealing by asking a player for a card, the asker correctly pronouncing the two top words. The principle is similar to that of the old-fashioned game of Authors. Three to ten can play, either with or without a central dummy to draw from. The printed rules accompanying the deck can be varied to suit the circumstances and number playing.

It has been proved that knowledge can be imparted easily by recreation when other methods are needlessly laborious. This educational game is good fun and is highly diverting.

It is recommended for pupils of upper elementary, junior high school and higher levels, and for young people and adults. Price \$1.10 postpaid.

UNIVERSITY OF CALIFORNIA

SUMMER SESSIONS

July 2 to August 10 — Six Weeks

With many courses designed to meet war emergencies and postwar problems, the Summer Sessions on the BERKELEY, the LOS ANGELES and the SANTA BARBARA campuses will stress all phases of teacher training. These summer programs will help teachers and school administrators to keep abreast of new educational requirements in a changing world. For Bulletins, address Director of Summer Sessions, Berkeley 4, or 405 Hilgard Avenue, Los Angeles 24, or Santa Barbara College, Santa Barbara, California.



At BERKELEY



At LOS ANGELES



At SANTA BARBARA

GERM-KILLING LAMPS

DEATH RAY FOR CLASSROOM GERMS

Jean Scott Frickelton, San Francisco

JOHNNY'S home with another cold!" is a complaint that may in the future disappear from his mother's conversation.

Johnny will be less likely to be home with a common cold, flu, mumps, whooping cough and other childhood ills, if the ingenious germicidal lamps in classrooms continue to demonstrate their astonishing power to kill air-borne bacteria.

In the hands of Dr. Charles Bursch, chief of the Schoolhouse Planning Division of the State Department of Education, for his serious consideration, is a mountain of research data on the new "germ-killing lamps." The latest information has been compiled for the State authorities by Clark Baker, lighting counselor of the Northern California Electrical Bureau, and member of the Sight Conservation Council of Northern California.

Germ-killing lamps are not new. They have been used effectively in food processing plants, medical-supply manufacturing plants, hospitals, chicken-houses, bakeries and breweries.

What is exciting about them now is that results of their use in classrooms seem to indicate that Johnny's cycle of measles, chicken pox, scarlet fever, and most of all his nasal, throat, and bronchial infections may be broken by the ultraviolet "sterilization" of the air he breathes in his school room.

A few simple-looking tubes similar to the fluorescent lighting-fixtures, yet they may prove to be one of the most remarkable advances in recent medical history!

The effectiveness of bacterial-killing lamps is demonstrated by what happened in 3 public schools the winter war began. One of the worst epidemics of measles was raging along the Atlantic Coast, with more than 60% of children in some Philadelphia schools out with measles at one time or another. But there were 3 schools in that city with classrooms fitted

with ultraviolet lamps. The rate in those schools was only 12 to 14%.

The past year or so, the Niagara Falls Public Schools have been working with this new development and uncompleted figures indicate a substantial drop in school days lost through diseases caused by air-borne bacteria.

As early as January, 1942, the American Journal of Hygiene had this to say—"Disease caused by air-borne bacteria among children in classroom where germicidal units are properly installed is only 12.6% as compared with 51.8% in rooms without ultraviolet radiation."

The Sight Conservation Council of Northern California became interested in these findings because of the safety factors in the classroom use of the lamps. Also, ultraviolet rays in the classroom must not be regarded as a cure for the aforementioned diseases, warn the Council's experts. The tube is only a preventative against any infection usually carried in the air.

Proper Use Imperative

Germicidal lamps, they point out, can be dangerous if improperly installed in the classroom. Dangerous because the rays can cause conjunctivitis (inflammation of the lining of eyelids) if the eyes are exposed to the bare tube. Dangerous because the rays can cause severe skin burn in 2 or 3 minutes. Germicidal lamps, like so many of science's great advances, can cause harm if not properly used.

Foremost, the Council recommends proper installation of the lamp units, which in an ordinary-sized classroom would mean 4 or 5 evenly-spaced around the room and placed at least 7 feet above the floor. Thus the radiation is reflected upward, with a metal reflector around the lower portion of the tube, preventing upturned eyes from effects of the radiation.

One unit alone has the ability to

freshen and clean the air of bacteria the equivalent of 60 times an hour. (The average air change in the classroom now averages about 7 times per hour through the use of windows and doors.)

Germicidal experts, representing the manufacturers of these lamps, are now appearing on the scene to make sure that the units are installed according to engineering practice.

Limited quantities of the lamps for use in the home are also appearing on the market, but again the producers warn us that they should in no way be confused with the sun lamp or any other therapeutic device.

THE unit, in the home or in the classroom, is effective only within the limitations for which it was created. It is designed to produce and prevent the spread of infection due to air-borne bacteria (and the reduction effected is sometimes in excess of 90%.

Germicidal lamps are not in any sense therapeutic in purpose or effect. They are not a cure for those who have respiratory diseases such as a cold, bronchitis, asthma, etc.

They do not assure immunity against disease, nor can they be expected to be effective beyond the area in which they operate.

However, they are without doubt a potent weapon with which we can fight for public health in the classrooms of tomorrow.

* * *

Cost-of-Living

COST-OF-LIVING Trends, Their Meaning For Teachers, is a 25-page bulletin issued by NEA Division of Research, 1201 Sixteenth Street, NW, Washington 6, DC; price 15c.

This basic research document is of great value to all who have to do with teacher salaries and salary schedules.

Especially important is the section telling how a school system should proceed in adjusting teacher salaries to changes in living costs.

It ties in with the California Teachers Association study made last year under direction of Dr. John D. Almack, professor of education, Stanford University.

THE HEART OF AMERICA

Edith Fox, Fourth Grade Teacher, Franklin School, Bakersfield

AMERICA's flags are drooping.
America's head is bowed
As April wraps her warm air over the land
Like a tender maternal shroud.
For today our brave leader has fallen . . .
"Killed in action," came the word.

During the years he led this nation,
When the world went suddenly mad,
His voice in the darkness gave hope to the slaves.
His plan for the peace made all countries glad.
But today our world citizen has fallen
And America's heart is sad.

Yet —
What were his words that black December day? . . .
"A partner is every woman, child and man!" . . .
That must mean — yes, we are still his partner
To carry on his world peace-plan.
Look up, America!
Even though our leader has fallen,
Our faith in his dream still stands.

If —
Out of the grim bloody war-dust
There shall rise — where soldiers now fall —
One world,
Indivisible, with liberty and justice for all;
Then —
America will not break the faith
With our leader's clarion call.

And if —
His faith, his courage, his vision
For every human God made —
If these still live in a nation's life,
Still point to the tomorrow for which Democracy bled:
Then —
In the heart of America
Our leader is — not — dead.

History of Communications

Dr. Ralph L. Power, Los Angeles

AN interesting pictorial portfolio called History of Communications has been published in Inglewood, California, with over a dozen illustrations, 11 by 14 inches, suitable for framing and with no copy nor advertising on the drawings.

Teachers of physics, general science, radio and electronic classes especially will be interested in this portfolio.

These have been run in the radio trade press by Universal Microphone Co. of Inglewood. Starting with Greek and Phoe-

nician runners and Roman post riders, artist Keith Thomas developed his theme through other mediums of communications including the tom-toms, smoke signals, carrier pigeon, railway telegraph and, other forms of signals. The series includes illustrations from the Spanish-American war and World War 1 and 2.

The series has attracted much attention. The Army Signal Corps travelling exhibit secured a salon set of the prints for its display. Several Army Service Schools have used the pictures for classroom work. At one post they were reproduced in mural form for decorations.

So many schools and colleges requested individual pictures that the microphone firm re-printed the entire series. There is no charge, but the limited supply makes it impossible to furnish more than one set to each inquirer.

Air-Age Education

WORLD Air Routes is a wall-size map, 42 x 50 inches, printed in 5 colors, based on a United States-centered, azimuthal, equidistant projection. It shows the global air-routes suggested by the Civil Aeronautics Board for United States flag lines.

Price of this may is \$1 a copy. Order from Air-Age Education Research, 100 East 42nd Street, New York City. (It may also be obtained mounted on cloth through Rand McNally & Company.)

This fine chart is of great value to all teachers and students interested in Aviation. A small, desk edition for pupil use 12 x 12 inches in black and white is available at 40¢ per package of 25.

* * *

A battery of new DeVry theater projectors has been installed in San Francisco for use in presenting documentary films to the delegates to the United Nations Conference. According to DeVry president, William C. DeVry, it is particularly significant that motion pictures should be used at the United Nations Conference. His father, the late Dr. DeVry, saw motion pictures as a "universal language."

Don't be a back number!

Get to using color slides to teach. Ask for catalog on New World slides from

KIME KOLOR PICTURES

1823 East Morada Place

Altadena - - - - - California

REDMAN SERVICE For The Laboratory

• • •

CALL ON US

Whenever you need service or supplies of any kind for your laboratories.
Furniture—Apparatus—Biological Specimens and Chemicals.
Quotations supplied on request.

REDMAN SCIENTIFIC COMPANY

585-587 Howard St. 2401 S. Santa Fe Ave.
San Francisco 5 Los Angeles 21

NOTICE TO SCHOOLS— TEACHERS

At last, a comprehensive book of phonics, KING JAMES RHYTHMIC PHONETICS — Childs Reading Foundation — is now available at the CALIFORNIA SCHOOL BOOK DEPOSITORY

159 New Montgomery St., S. F., Calif.
65¢ plus tax

The author maintains a coaching school, the KING JAMES STUDIO—358 Sutter St., S. F., Calif., specializing in READING — (The 3Rs and Drama) making readers out of non-readers, and good readers out of poor ones; also SPEECH CORRECTION.
Open all summer

ADVERTISERS

American Seating Company..4th cover	Periodical Publishers Paper
Biltmore Hotel 3	Conservation Campaign....3rd cover
Citizens National Bank of Los Angeles3rd cover	Redman Scientific Company.....39
Coca-Cola Company2nd cover	School Service Bureau.....31
DeVry Corporation27	Sea View Inn..... 3
Harr Wagner Publishing Company..25	Shasta Springs Resort..... 3
Hotel Biltmore 3	Students International Travel Association 3
James Studio, King.....39	University of California.....37
Kelly, Roy W..... 3	Wagner Publishing Company, Harr25
Kime Kolor Pictures.....39	Wrigley, Jr. Company, William.....29
Occidental College35	

COMING

June 11-27 — Institute on World Affairs; American University. Washington, D. C.

June 14 — Flag Day.

June 17-27 — Institute of International Relations; 11th annual session. Mills College, Oakland.

June 23 — CTA Board of Directors; regular meeting. State headquarters, San Francisco.

June 25-29 — Reading Clinic; Institute on Reading Instruction. State College, Penna.

July 9-13 — 13th Annual Reading Conference. Scripps College, Claremont.

October 6 — CTA Bay Section Council meeting. Sir Francis Drake Hotel, San Francisco.

October 27 — CTA Bay Section; 4th annual training conference. Claremont Hotel, Berkeley. Clive M. Saiz, chairman.

November 11-17 — American Education Week; national observance.

November 24 — CTA Bay Section Council meeting. Sir Francis Drake Hotel, San Francisco.

* * *

Announcement was made in our May issue that Dr. William G. Carr, associate

secretary of National Education Association, is attending the United Nations Conference in San Francisco, as NEA consultant to the American Delegation. Through the courtesy of the Department of State, the NEA also named several official advisers to be associated with Dr. Carr, including, — Dr. Ben M. Cherrington, chancellor, University of Denver, and chairman of NEA International Relations Committee; NEA President, F. L. Schlagle, of Kansas City; and Roy W. Cloud of California.

* * *

Annie Oakley

Ohio City to Honor Little Sure Shot Annie Oakley of Wild West Indian Days

Douglas Malcolm, New York City

POST-War visitors to Greenville, Darké County, Ohio, will learn much of historic interest. To add to its memorials, the citizens are raising a fund for a memorial park and fitting monument in memory of its famous girl citizen, Annie Oakley.

Affectionately known as Little Sure Shot to Sitting Bull of Indian Wars, and Little Missy to Buffalo Bill, she rose to wealth and fame as the deadly shot of Wild West days.

She was entertained by the royalty of five continents. Well-known for her charities and probity, she is buried in her girlhood home of Greenville. This town holds distinction for Fort Greenville, built in 1793 by General Anthony Wayne.

Here was signed the famous Greenville Treaty, when the Indians ceded to the U. S. all land to the South and East of the

Tuscarawas and Cuyahoga Rivers. The Pact was signed before the tribes of 90 chiefs and 1,130 Indians. The Council fire was lighted on June 16, 1793 and burned until the consummation of the treaty on August 3.

Each year on June 16 the Council fires at the altar are lighted and kept burning through to August 3, a ceremonial reenactment of the famous scene.

* * *

Food Processing

FOOD Processors Foundation, College of the Pacific, Stockton, has issued a preliminary outline of suggested activities, 14 mimeographed pages, prepared by Dr. Roy W. Kelly.

The Stockton cooperative training program has been adopted by food plants and factories. The College of the Pacific, through its president, Tully C. Knoles, announces its new Earn-While-You-Learn Training Plan.

It is believed that the College of the Pacific has a unique opportunity to train students for three different types of occupations found in food-processing plants or in the factories manufacturing machinery or other equipment and supplies used in these plants.

Faculty and sponsors are agreed that these three groups are business administration, including sales, field representatives and office employees, laboratory and research workers, and supervisory employees.

* * *

San Adriel

Ruth Millard, Los Angeles

I CAME upon a lovely place,
Where orange trees the entrance grace.
I cross a bridge, go through a gate
And shed all fear, mistrust and hate.

I climb up to a modest home
And never, never want to roam
From where high rocks, tall trees,
Seem beckoning in every breeze.

I find many a sheltered nook
Behind the boulders, near the brook
Wild flowers, lichens, ferns
So many lovely walks and turns.

A mecca for man, for bird, for bee,
Surely God made this place for me.

A poetic description of the ranch home, in San Fernando Valley, of Claribel L. Bickford, Spanish teacher, Santa Monica High School.